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ABSTRACT

This report summarizes the first phase of work by the National Institute of Education Curriculum Development Task Force and presents several recommendations for Institute action to effect an informed discussion of the central issues in curriculum development. The report contains three sections. Section one contains information on the charge and procedures of the Curriculum Development Task Force and provides a brief history of federal involvement in curriculum development activities. Section two is a presentation and discussion of curriculum development issues, problems, and concerns emerging from task force interviews and readings. Included in this section are questions about the process of curriculum development, present needs in curriculum development, and the roles and relationships among the various sectors in curriculum development. The final section contains the appendixes which include: (1) contributors to the Curriculum Development Task Force report; (2) chronology of steering committee and task force activities; (3) individuals and organizations contacted; (4) interview materials; and (5) a bibliography of documents collected and read. (RC)

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Current Issues, Problems, and Contexts in Curriculum Development

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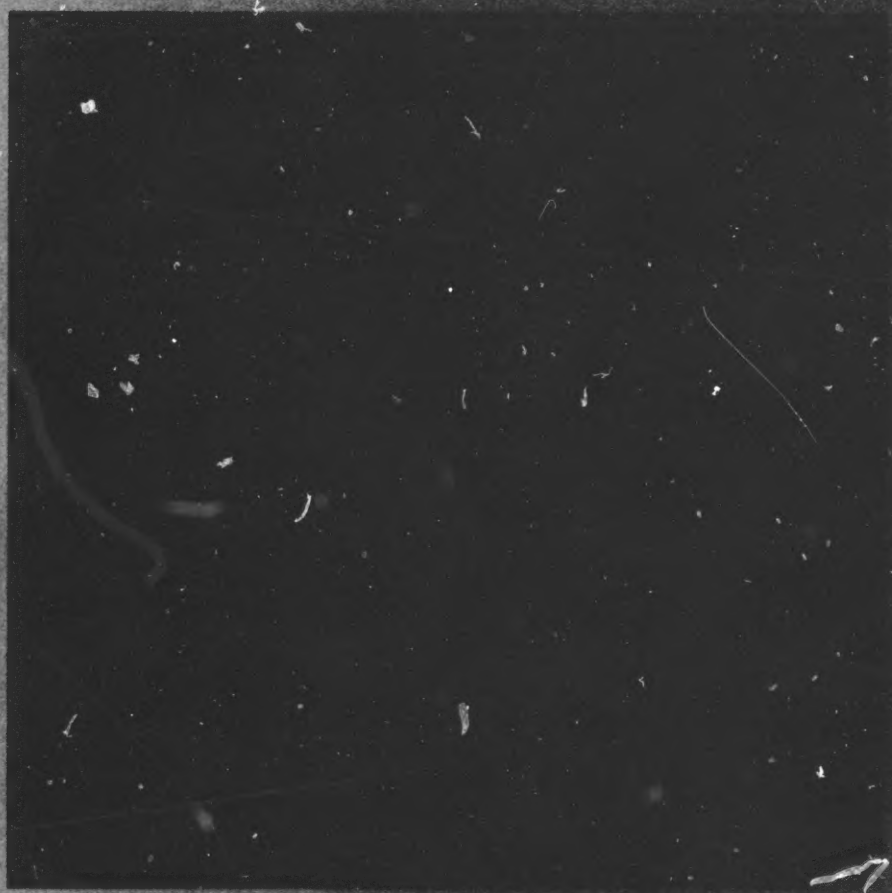

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The National Institute of Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

OFFICE OF THE DIRECTOR

Dear Colleague:

The attached report summarizes the first phase of work by the NIE Curriculum Development Task Force, which was established in response to a resolution by the National Council on Educational Research (NCER). The Task Force began its work by identifying the issues, problems, and concerns in curriculum development now considered foremost by both educators and laypersons. Task Force members interviewed individuals in over sixty professional and lay organizations and studied close to fifty relevant documents. The attached report presents the results of those interviews and readings by summarizing key current issues, outlining the Task Force members' main observations and conclusions, and making recommendations about how NIE should proceed in this area.

The Institute has decided to initiate some of the activities suggested in Recommendations #1 and #2, which call for the provision of a number of forums for discussion of current curriculum issues and study of the manner in which curriculum development and change take place in the U.S., with an eye to improving the process. As we embark on this next phase of work, we would like to continue to benefit from the reactions, views, and recommendations of concerned individuals and groups. Therefore, if you wish to react to this report or make suggestions for the work to come, please write to Jon Schaffarzick, Chairman of the NIE Curriculum Development Task Force.

Thank you for your interest and assistance. We look forward to hearing from you.

Sincerely,

Harold L. Hodgkinson

Harold L. Hodgkinson
Director

Enclosure

CURRENT ISSUES, PROBLEMS, AND CONCERNS IN CURRICULUM DEVELOPMENT

A Report and Set of Recommendations
Submitted to the National Council on Educational Research
in Responding to NCER Resolution 091875-19.3

by
The NIE Curriculum Development Task Force

Prepared by:

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January 15, 1976

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Introduction

In September, 1975, the National Council on Educational Research (NCER) passed the following resolution (Council Resolution No. 091875-19.3):

> The Council requests the Director to arrange, if possible in conjunction with others, such as the National Science Foundation and the Chief State School Officers, for the preparation of contending, informed "briefs" on the value of curriculum change as an aid to schools, for systematic public discussion of the briefs, and for the preparation of recommendations to the Federal government on future funding policy in this area.

In November, an NIE Curriculum Development Task Force was appointed to begin planning the activities required to carry out the resolution. With the agreement of the Program Subcommittee of NCER, the Task Force began its work by identifying the issues, problems, and concerns in curriculum development now considered foremost by both educators and laypersons. The Task Force in this initial report summarizes the results of its efforts to date and presents several recommendations for Institute action to effect an informed discussion of the central issues in curriculum development.

The observations, conclusions, and recommendations made in this report are based primarily on the interviews Task Force members held with individuals from over sixty organizations (see Appendix C) and a study of close to fifty documents (see Appendix E). The interviewees, whose organizations varied widely in function and composition, were asked to address the following questions:

1. Has your organization prepared any written position papers on curriculum development? Do you know of any papers by other groups or individuals that we should be sure to read?

2. Has your organization undertaken any reviews of curriculum development practices or policies?

3. From your point of view, what are the central current issues, problems, and concerns regarding curriculum development and Federal curriculum development policy? Do you or your organization have particular positions on any of these problems?

4. Which of these issues, problems, and concerns seem amenable to research?

5. How effective do you think curriculum development is as a way of improving education? For which types of educational problems and needs do you think curriculum change is an especially appropriate instrument?

6. From your point of view, what form should a national discussion of Federal curriculum development policy take? What other sorts of activity should the government carry out in setting policy on curriculum development?

Detailed accounts of our inquiry may be found in the attached supporting documents. These documents include an explanation of our charge and procedures; a brief history of Federal involvement in curriculum development activities; a presentation and discussion of the issues, problems, and concerns emerging from our interviews and readings; and lists of Task Force participants and activities, interviewees, interview materials, and documents collected and read.

Summary of Interviewees' Paramount Questions

Our 72 interviewees identified a large number of specific issues, problems, and concerns regarding curriculum development (see Section II of the supporting documents). When assessed in terms of frequency and degree of concern, however, it becomes clear that several over-riding questions emerge as central. These are:

1. Who should play what roles in curriculum development and change? What roles should be played by national, regional and state agencies? By parents' and citizens' organizations? By schools and districts? By professionals and experts? ...

2. In situations where values conflict, whose values should be embodied in the curricula of the schools and how should this be decided?

3. Should the Federal government be involved in curriculum development? If so, how?

4. How can local prerogatives with respect to curriculum development be preserved and enhanced?

5. How beneficial have been the curriculum changes of the past two decades?

6. What kinds of substantive curriculum improvements are needed now?

Conclusions and Observations

The results of the Task Force's interviews and readings suggest several important conclusions:

1. The over-riding interest on the part of a wide array of individuals and groups is to have a piece of the action at all levels of curriculum decision-making. This means having a voice in what Federal and state agencies do, as well as insuring that local prerogatives are in no way usurped or infringed upon by these agencies. In fact, the classic curriculum questions of what shall be taught and how programs shall be organized are overshadowed by the desire to be consulted and involved in the making of curricular decisions. While individuals and groups often have strong views on what should and should not be emphasized in school programs, concern for "who should make curricular decisions?" appears to take priority over the question "what shall be taught?"

2. This concern for involvement is accompanied by a feeling of impotence, of not being heard and of having only a limited scope of influence. There is also the view, rather widely held, that somebody else controls the ball game, be it professionals, bureaucrats or some ubiquitous "they." In effect, there does not now appear to be easy communication among groups with parallel concerns but with different views. There are many different voices but little joining of these voices in a give-and-take exchange. It is a mistake to think of this cacophony as a debate; there is little opportunity to listen and to formulate thoughtful response.

3. Most of the views contain assumptions about where decisions are made, who is or isn't listened to, and what now exists in school programs and must be changed. These assumptions place one set of positions in competition with another; there are antagonists and protagonists, imagined or real. There are undesirable things to be corrected in the schools, imagined or real. The claims and charges are often so contradictory or mutually exclusive that one is led to wonder what actually goes on in schools, whether generalizations are possible and whether anybody knows.

4. Although approaches to resolving dilemmas in curriculum improvement did not come through in the interviews, the designated arena for resolution is local. The desired role perceived for Federal involvement ranges from no activity at all in curriculum development to provision of resources for those things not easily done by local

communities acting alone. This raises the question as to whether Federal (and state) agencies have a responsibility to serve both the local needs as perceived by various interest groups and the national needs which transcend more parochial matters. For example, the responses, with a few notable exceptions, failed to mention the continuing crises in urban education, the educational needs of ethnic minorities, and those other problem areas which dominated the national commitments of the 60's.

5. There is widespread dissatisfaction with the failure of past strategies of curriculum development and change to enlist the collaboration of interested groups. Consequently, it is doubtful that any rational approach guided solely by "experts" and theories will capture more than a limited constituency. Further, our analysis of what individuals or groups are saying reveals no strategies likely to capture the imagination of others. There is a need to effect genuine debate over central issues; to sort out what various groups do, wish to do, and might do in curriculum development; and to provide the kinds of information about current programs and practices which might serve to enlighten the debate and to point to needed improvements.

Recommendations

It is inconceivable that the NIE could fulfill its mission for improving the quality of American education without directing some resources to curriculum development and change. Several activities thus commend themselves as constructive when the nature of a desired

long-term commitment is not yet clear. We therefore recommend four sets of activities for Council consideration.

1. The NIE should provide a number of forums for discussion of current curriculum issues under conditions that would facilitate and encourage a more genuine debate than has heretofore taken place, and in which there would be a presentation of the full range of views and maximum attention paid to relevant research and scholarship. One goal of this exchange is to better inform the Institute and other agencies (Federal, state, local, and private) about the desires, interests, concerns, and capabilities of the various participants in curriculum development, and thereby to enable the Institute to decide whether and, if so, where and how to commit its energies. To provide such forums, the Institute could employ a variety of devices. It could:

    - Organize formal discussions at the scheduled meetings of concerned organizations, professional and lay.

    - Work with the Public Broadcasting Service or the commercial networks to create television programs for nationwide airing presenting issues and contending views. Possibilities in other media should be explored as well.

    - Sponsor conferences at which contending briefs could be presented and discussed, with the printed proceedings made available for the enrichment of local debates.

    - The various reports emerging from the Institute's curriculum activities could be distributed to interested organizations with requests for their reactions. Summaries of the responses could be made part of the Institute's ongoing curriculum reporting. Specifically, should the Council approve of the present report as an expression of NIE's current plans and position with respect to curriculum change, the document should be circulated to interested parties. Responses should be solicited.

    - The NIE could create a public affairs kit showing how local schools and school districts can organize public discussions of curriculum matters arising

in their communities. Such a kit might include a list of resources and resource persons likely to be useful in such discussions, ideas for organizing the presentation of diverse points of view, and other helpful suggestions.

2. NIE should study the manner in which curriculum development and change take place in the U.S., with an eye to improving the process. NIE staff, with the help of appropriate experts, should map out the arenas where curriculum actions now occur, the actors in the process, and the manner in which actions are taken. Position papers should be commissioned to explore ways to open up the process to all with a legitimate stake in the results. The papers should also examine ways to make the process more effective and efficient, and they should suggest actions NIE and other governmental agencies might take to bring about needed improvements. NIE should then solicit the views of interested parties on the proposed improvements. Finally, NIE should collaborate with other groups to implement worthwhile improvements.

3. The NIE should undertake a study of the feasibility of a general survey of programs actually offered to students in a carefully-selected sample of schools across the country and of actual efforts underway to change those programs. The survey should be extensive and accurate enough so that claims made in debate can be verified and assessed. The survey should be repeated at periodic intervals to determine how the situation is changing. This information should inform debate and help to direct the efforts of NIE and other research agencies in determining the effectiveness of various approaches to changing school programs. In undertaking this task, NIE should explore relevant past, ongoing, and planned studies, such as NSF's current study of science education practices.

4. The NIE should undertake a study of the successes and failures of major efforts at curricular reform in the U.S. and abroad in the last two decades. The study would first catalogue and summarize what is already known about these efforts and their consequences. It would then design further avenues of research to identify the "lessons" that can be learned from the massive natural experiment in curricular reform in the last twenty years. The Institute is currently funding a study of the impact of the curricular reform movement which can be viewed as a first step in this direction.

Documents Submitted in Support of the January 15, 1976, Report by the NIE Curriculum Development Task Force to the National Council on Educational Research

Prepared by:

Jon Schaffarzick, Chairman of the NIE Curriculum Development Task Force
(and member, School Capacity for Problem Solving Group)
Robert Wise (Education and Work Group)
Suzanne Quick (Research Consultant)
Mary Lou Dietrich (Research Consultant)

January 15, 1976

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I. Background

CHARGE AND PROCEDURES OF THE CURRICULUM DEVELOPMENT TASK FORCE

The work of the Curriculum Development Task Force was initiated in response to two requests for Institute leadership in bringing about public discussion on the value of curriculum development in aiding schools and on the appropriate role of the Federal Government in curriculum development activities.

In August, 1975, a group of outside consultants led by Roald F. Campbell submitted a report to the NIE Director and the National Council on Educational Research (NCER) entitled "R&D Funding Policies of the National Institute of Education: Review and Recommendations." One of this group's recommendations concerned "issues of the present value of curriculum development as a strategy for aiding schools."

> That the NIE devote explicit and public attention to issues of the present value of curriculum development as a strategy for aiding schools. We sense strongly-held and diverse views on the subject, and there appear to be policies made, in part, on private judgements of the merits of the case. But we notice little public airing of the debate. Some writing, convening, and general discussion of the value of Federal support of curriculum development would be a national service, as well as useful in reaching and explaining a key NIE policy choice.

Shortly thereafter, NCER passed the following resolution:

> The Council requests the Director to arrange, if possible in conjunction with NSF and the Chief State School Officers, for the preparation of contending, informed "briefs" on the value of curriculum change as an aid to schools, for systematic public discussion of the briefs, and for the preparation of recommendations to the Federal Government on future funding policy in this area.

The Director appointed an internal working group to focus the current issues, problems and concerns regarding curriculum development and Federal curriculum policy, in order to prepare for the ensuing debate called for by the Council. This group was charged with submitting a report to the January 14 council meeting that would recommend procedures for initiating public discussion of curriculum development and Federal curriculum policy that would prove useful in formulating Institute policy.

The Council endorsed this approach at its November 21 meeting and shortly thereafter Jon Schaffarzick was asked to coordinate the Institute's work in the area. An 11-member "Steering Committee" of Institute Staff was asked to guide the activities of the Curriculum Development Task Force. Several members of the Institute staff were assembled to serve on the Task Force itself, to meet frequently to plan activities, and to draft the report to the Council. In addition to Jon Schaffarzick, Charles Thompson and Robert Wise served in this capacity. Once the Task Force activities were underway, two outside research consultants were hired to aid the working group. These were Suzanne Quick, a resident consultant to the Rand Corporation and doctoral candidate in curriculum at Stanford University and Lou Dietrich, a former teacher currently serving on the Arlington, Virginia School Board. A full listing of those contributing to the preparation of this report appears in Appendix A. A chronology of Steering Committee and Task Force activities appears in Appendix B.

Informal interviews with representatives of organizations having an interest in curriculum development and detailed review of documents on curriculum development and curriculum development policy provided the primary base of information for this report.

The individuals and organizations interviewed were carefully selected in order to assure that a wide spectrum of views on curriculum matters would be expressed. Institute staff contacted over seventy individuals representing citizens' organizations, teachers' and students' organizations, other educationally related associations, ethnic and minority organizations, labor organizations, publishers, schools and universities, and legislative and executive agencies of the Federal Government.

It should be noted that time restrictions made it impossible to develop a balanced sampling scheme. Thus, it could well be that groups expressing a particular set of issues, problems and concerns were over-represented in the sample. This was not perceived as a problem in as much as the Task Force was more concerned with identifying the range of views held by organizations than with determining how many organizations held particular positions. Appendix C lists the specific groups and individuals contacted.

Interviewees, were asked to address the following questions:

1. Has your organization prepared any written position papers on curriculum development? Do you know of any papers by other groups or individuals that we should be sure to read?

2. Has your organization undertaken any reviews of curriculum development practices or policies?

3. From your point of view, what are the central current issues, problems, and concerns regarding curriculum development and Federal curriculum development policy? Do you or your organization have particular positions on any of these issues or recommendations for solutions to any of these problems?

4. Which of these issues, problems, and concerns seem amenable to research?

5. How effective do you think curriculum development is as a way of improving education? For which types of educational problems and needs do you think curriculum change is an especially appropriate instrument?

6. From your point of view, what form should a national discussion of Federal curriculum development policy take? What other sorts of activity should the government carry out in setting policy on curriculum development?

Other interview materials, including a background information sheet sent in preparation for the interview, general directions on how to conduct the interview, and report forms for recording interview results appear in Appendix D.

The second major input to the Task Force, documents on curriculum development and curriculum development policy, were identified through systematic review of the literature and through recommendations of individuals contacted throughout the course of the Task Force activities. All individuals contacted were encouraged to forward any papers they felt to be pertinent to the issues under consideration. Documents received included position papers, reviews of curriculum development activities and policies, personal letters and memoranda, transcripts of congressional hearings and general books and articles. A list of documents received by the Task Force appears in Appendix E.

Following preparation of a first draft of the report, three people knowledgeable about different aspects of curriculum development and not employed by the Government were asked to react to the draft. These individuals, Elias Blake (President, Institute for Services to Education), John Goodlad (Dean of the Graduate School of Education at UCLA) and Decker Walker (Associate Professor of Education, Stanford University), assisted the staff in accurately presenting the field data and in formulating the recommendations to the NCER.

A BRIEF HISTORY OF FEDERAL INVOLVEMENT IN CURRICULUM DEVELOPMENT ACTIVITIES

The Impetus for Involvement

Although the launching of Sputnik I in 1957 is frequently cited as the event stimulating the initiation of widescale Federal support for curriculum activities, the concerns that led to Federal involvement in curriculum development surfaced at a considerably earlier time. The poor performance of many armed services personnel on achievement tests during World War II implanted doubts about the quality of U.S. education. These doubts ripened during the post-war era as the perceived needs for increased manpower in scientific and engineering fields became apparent.

Much of the failure of students to acquire adequate scientific and technical backgrounds was attributed to poor teaching. The FY 1956 NSF budget justification reflects this sentiment:

> The widening gap between the demand and supply of teachers of science in the years ahead is possibly the greatest obstacle to the training of adequate numbers of high calibre scientists. Teachers, in order to teach and inspire more and better teachers of tomorrow must themselves be made more competent or imaginative and more stimulating. If they are they will help produce the many high ability students that must be inspired to pursue careers in science so that there would be assurance of an adequate supply of high quality scientists and science teachers in the future.

However, the perceived poor quality of teachers was only one factor thought to be contributing to the nation's educational shortcomings. There was a concurrent concern with the adequacy of instructional materials available to teachers. For the most part these instructional materials consisted of textbooks produced by commercial publishers and written by a single author or a small group of authors who were

typically experienced teachers in a subject matter area or were professional textbook writters. Those desiring change argued that the textbooks available in any given subject were too similar in content and approach and changed little from edition to edition. Similarly, they claimed that advances in scientific knowledge were added to the textbooks in a piecemeal way.

As the fifties progressed, the cold war intensified, and Sputnik launched on the national scene, individuals at the National Science Foundation charged with maintaining the scientific well-being of the nation became increasingly confident that a national effort to improve pre-college education in the sciences was necessary and justified. The updating of course content was thought to be crucial. The foundation decided to make a commitment to developing new curricular materials based on current concepts and modern advances in science. Teacher education in science and mathematics through institute programs, science faculty fellowships, and other specialized efforts would also be initiated in order to upgrade teacher backgrounds and thereby aid teachers in using the improved curriculum materials.

The First Projects

The dominant emphasis on creating courses consistent with the most modern scientific knowledge was translated into a curriculum development strategy that brought together recognized scholars from the scientific disciplines as major contributors in the process of developing the new materials.

These academicians worked with educators to produce draft materials that were tested in large numbers of classrooms across the country. Feedback from the field trials was collected and routinely used in modifying the materials.

Large scale efforts were undertaken in the disciplines of mathematics, physics, chemistry and biology. The new materials differed substantially from the traditionally available materials. In mathematics, less time was spent on drill in arithmetic computation with the emphasis shifting to clarification of mathematical principles underlying the computational rules. In the sciences, texts were designed around themes intended to convey the structure of the various disciplines. Classroom and laboratory activities were designed for the expressed purpose of motivating students to "think like scientists." Teachers were encouraged to use "inquiry techniques" and have students engage in "discovery learning."

The funding of these discipline-oriented projects marked the beginning of large scale federal involvement in curriculum activities. The projects were distinctive in that they were initiated in response to what many considered to be an urgent national need; their primary aim was updating subject matter content; they brought together recognized scholars from scientific disciplines to work together with educators in designing instructional materials consistent with the most up-to-date knowledge of the times; they introduced a new mode of development activity through which groups of individuals produced materials which were field tested and revised on the basis of systematically collected evaluative information; and they had

associated with them, and inservice training institutes intended to update teachers' subject matter preparation in the various scientific disciplines.

The Spread of Curriculum Development Reform

Initial praise for the early projects in educational and scientific circles coupled with the enthusiasm and willingness of large numbers of school districts participating in curriculum improvement efforts created faith in curriculum reform as a means of upgrading the overall education of the country's youth. This led, during the mid sixties and early seventies, to widespread Federal involvement in curriculum development activities.

Several trends have become apparent during this later phase of federal curriculum activities. First, the period has been marked by the spread of support for curriculum development activities to many agencies throughout the Federal Government. Aside from NSF efforts, the most visible actions have been undertaken by the U.S. Office of Education (USOE) which appropriated funds for curriculum development activities through such legislative mandates as the Cooperative Research Act, the National Defense Education Act (NDEA), The Elementary and Secondary Education Act. etc. Other agencies initiating development activities include the former Atomic Energy Commission, the Department of Agriculture, the National Aeronautics and Space Administration, the Department of Defense and the Office of Economic Opportunity. In addition, private sector involvement has grown as increasing numbers of foundations and private industries have begun curriculum development activities. (See Table I).

TABLE I

Public Support of Curriculum Development by Agency *

(In thousands of dollars)

Agency	Up to 1964	1965	1966	1967	1968	1969	1970	1-71	1972	1973	1974
National Institute of Education	-	-	-	-	-	-	-	-	18,630	15,770	14,600
U. S. Office of Education	13,398	6,175	12,387	11,136	13,759	14,200	13,100	17,560	7,500	8,250	9,000
National Science Foundation	35,009	9,289	10,391	11,120	12,864	13,250	13,650	14,060	14,500	14,940	15,400
Other Federal Agencies	2,614	840	1,230	1,270	1,450	1,480	1,520	1,700	1,790	1,840	1,800
Private Foundations	5,320	1,700	2,500	2,580	2,900	3,000	2,800	2,500	1,900	1,300	1,750
Totals	56,341	18,004	26,508	26,106	30,973	31,930	31,070	35,820	44,320	42,600	42,550

*From Harbeck, Richard, "An Analysis of Public Involvement in Curriculum Development" (NIE, 1975, mimeo).

Second, the growth in support for curriculum development has been accompanied by an expansion of the goals and emphases of the projects. Curriculum projects have emerged in all traditionally-taught areas as well as in subjects that were not generally offered at the elementary or secondary level prior to 1960. Likewise, the orientations of the projects have broadened. Some are interdisciplinary; some concentrate on problem-solving; some are aimed at filling the needs of special student groups; some call for modifications in classroom arrangements or organizational structures, thus incorporating activities such as team teaching or individualized instruction into the curriculum.

A third trend evident in the expanded curriculum movement has been a diversification in the modes of developmental activities supported with Federal funds. The earlier preferences for supporting large scale development efforts led by well known academicians has often given way to activities that are less concentrated and organized. Thus, it has not been uncommon to fund several projects of differing scopes and intents in the same subject matter area. Staff background and expertise may vary from project to project, as do the amount of effort allotted to field testing carried out and disseminating materials. Another developmental strategy evidenced during this period has involved attempts to institutionalize the capacities required by the establishment of the Regional Educational Laboratories. Still another style of curriculum activity that has received Federal backing conceives of curriculum development as an ongoing process. Such efforts focus on developing techniques, guidelines and support personnel that can be used by school staffs to modify their curricula

in accordance with locally developed priorities. In this latter model the production and dissemination of materials plays a very small part, and in some cases, there may be no new materials produced.

A final trend evidenced in the broadened reform movement has been a continuing reevaluation of the importance of implementation activities in bringing about desired curriculum change. This was spurred, in part, by perceptions of the misuse of the instructional materials that had been produced during the early period of curriculum reform. Thus, starting in the mid-sixties, discussion in the educational circles began to reflect a sentiment that the efforts to update teachers' backgrounds in the subject matter disciplines has been an inappropriate or inadequate means for providing most science instructors with the classroom skills necessary for such activities as teaching science as inquiry.

The sophistication of dissemination and implementation activities that have accompanied the projects receiving Federal support have varied enormously from project to project. These range from strategies as simple as merely providing descriptions of new materials in the educational literature to running workshops on new curricula at national meetings to having experienced project personnel providing long-term classroom-based assistance in adopting schools.

The Controversy Over Federal Involvement

The concerns about Federal involvement in curriculum development derive largely from the trends outlined in the previous section. The enormous growth in the level of Federal support coupled with the expansion of the goals and emphases of the programs has led to a questioning of whether a Federal commitment to curriculum development of this magnitude is justified. Is there, in actuality, a need for this range of programs? How should the government determine what the national priorities for curriculum development are? Likewise, the diversification of the modes of curriculum development activities has drawn attention to considerations of the relative benefits of various developmental strategies which, in turn, has resulted in a concern over the policies and procedures guiding the agencies supporting curriculum development efforts.

Moreover, the spread of Federal support for implementation activities, particularly in areas outside the natural sciences and mathematics, has resulted in some individuals expressing deep concerns over the values being incorporated in the Federally funded programs. Such individuals claim that the current situation is one where many of the curricula produced inevitably reflect the values of isolated groups of developers, rather than those values generally adhered to by the population at large. Federal support of implementation for these projects is seen as tantamount to Federal promotion of the values embodied in the materials. Although such concerns began to surface in the mid-sixties and extend to all areas

of Federal involvement in curriculum activities, they have been articulated most clearly in connection with the current controversy over the Man: A Course of Study (MACOS) curriculum.

Developed by the Education Development Center, Inc. (EDC), MACOS is a curriculum in the social sciences for 5th and 6th graders. The developers had two main objectives for the MACOS curriculum. First, they wanted to stimulate children to consider the nature of man. To this end, the curriculum explores the following questions: "What is human about human beings?" "How did they get that way?" "How can they be made more so?" Second, they wanted to provide students with an understanding that what is regarded as acceptable human behavior is the result of one's own culture.

These objectives are, in part, accomplished by providing students with studies of animal behavior and human behavior taken from work in anthropology and other behavioral sciences. Comparisons and contrasts of the data presented about man and other species are used to help students reflect on what is distinctive about human beings and the cultures they live in.

The development of MACOS was completed in 1970 with NSF support totaling $4,797,380. NSF has also supported implementation activities at a cost of $2,166,900 to date. Implementation activities have involved conferences to acquaint school administrators with current information about a variety of curriculum projects, and workshops designed to provide training for resource personnel from school systems that have adopted the curriculum. It is estimated that approximately

1,728 schools in 47 states (about 328,000 students) use the MACOS curriculum.

Since 1970, MACOS has been distributed by Curriculum Development Associates (CDA). The search for a publisher which resulted in the July 1970 contract with CDA was begun in 1966. In 1967, 58 publishers were invited to consider possible publication of MACOS materials. Although the publishers contacted indicated varying degrees of interest, an acceptable publisher was not located at that time. Most declined the opportunity to publish the materials because of an EDC requirement for teacher training before use of the material as an integral part of any publishing agreement. In addition, publishers were hesitant because of a preceived limited potential for profit and because the plan involved multi-media educational materials.

MACOS became the focal point for Congressional controversy over National Science Foundation (NSF) curriculum development efforts when Representative John B. Conlan (R-Arizona) singled out the course for harsh criticism during the house floor debate on the NSF authorization bill on April 9, 1975. Conlan directed his remarks at the sections of MACOS dealing with a subculture of the Netsilik Eskimos. He noted that "Student materials have repeated references in stories about Netsilik cannibalism, adultery, bestiality, female infanticide, incest, wife swapping, killing old people, and other shocking practices." Conlan also went on record as opposing the use of Federal funds for the implementation of NSF curricula, arguing that such expenditures constitute a form of program promotion that

interferes with competition among the commercial textbook publishers.

Concerns over MACOS were also aired in two reports prepared for the Science and Technology Committee which wields legislative authority over the National Science Foundation. One, prepared by the General Accounting Office (GAO), recommends actions for strengthening NSF procedures governing choice of curriculum developers and peer reviews as well as other aspects of the curriculum development cycle. The other, from a non-government "science curriculum implementation review group" chaired by Texas Christian University Chancellor J. M. Moudy, generally concurs with recommendations of the GAO document and has, as its major thrust, the contention that NSF should assume greater responsibility for both the quality and content of the courses it funds

One outcome of this debate over the appropriate NSF role in curriculum development has been the total withdrawl of funds for implementation of NSF supported courses. NSF is also in the process of complying with the House Appropriations Committee's demand requiring the foundation to develop a clear statement of national needs in the curriculum field to guide its programs. As part of this effort NSF has undertaken a series of substantive reviews of courses now under development to set policy regarding the implementation of these courses should support for implementation be renewed in the future.

The fact that NSF has been the target for concern over Federal involvement in curriculum development is largely due to the high visibility of NSF curriculum development programs. But the events generated by the NSF funding controversies have implications throughout the Federal complex. The time is clearly ripe for a re-

definition of the appropriate Federal role in curriculum development activities.

II. Presentation and Discussion of Curriculum Development Issues, Problems, and Concerns Emerging from Task Force Interviews and Readings

Introduction

The main goals of this first stage of our efforts to respond to NCER's Resolution No. 091875-19.3 were to identify the most important present issues, problems, and concerns regarding curriculum development and to begin formulating recommendations for addressing those issues. The purpose of this part of the supporting documents is to present the issues, problems, and concerns that were mentioned by the people we interviewed or that appeared in the documents we read and to note comments made and views advanced with regard to those issues.

Generally, one of our most significant findings was that people are not asking "Should curriculum development be done?" Instead, they believe that discussion and investigation should be addressed to the questions "For what types of desired educational improvement is curriculum development most effective?", "What forms can curriculum development take?", "How should curriculum development be done?", and "Who should be involved in curriculum development?" For example, George Weber of the Council for Basic Education and one of the strongest critics of federal involvement in curriculum development, expressed the view that "Curriculum development is one of the two most important ways of improving education; its only rival is attempts to improve teachers' qualifications and qualities through teacher training."* He went on to say that, because rates of teacher turnover are now so low, attempts to make improvements through pre-service education are not as viable as they used to be and, therefore, curriculum development is currently the most practical device for effecting educational improvement.

* Mr. Weber and many other interviewees pointed out that they were speaking for themselves and not necessarily for their organizations. Therefore, it should be assumed that all of the views reported in this section are those of the individuals interviewed, unless we have noted otherwise.

Other interviewees pointed out that there will always be a curriculum (that is, some set of student experiences, planned or otherwise), that the curriculum is a key (if not the key) determinant of what children learn in schools, and, consequently, that attempts to improve the curriculum (i.e., curriculum development) are essential. In its recent "Overview and Analysis of School Mathematics, Grades K-12," for example, the Conference Board of the Mathematical Sciences National Advisory Committee on Mathematical Education wrote that "The improvement and updating of curricular elements and material is a perpetual need..."

Thus, the people and groups who spoke to us in our interviews and who prepared the documents we read did not see much value in national discussion or investigation addressed to the question of whether curriculum development should or should not be done. But they did see a need for some systematic, informed attention to questions about (1) the most appropriate forms and purposes of curriculum development and (2) the most appropriate roles of the various sectors (federal, private, state, local) in curriculum development. We have organized our presentation of issues around these two general categories of concern, as indicated in the following outline of this section:

A. For what types of desired educational improvements is curriculum development especially appropriate? What can be done to make it more effective? How should curriculum needs and priorities be determined? What curriculum improvements are now needed?

   1. Questions about the value of curriculum development and its relationship to other ways of changing schools

      a. For what types of desired educational improvement is it especially appropriate?

b. How does curriculum development compare with other types of educational change?

2. Questions about alternative strategies for curriculum change and ways to increase the effectiveness of the curriculum change process

a. What have we learned about curriculum development and change in the last decade or more?

b. What are the advantages and disadvantages of alternative approaches to changing the school curriculum?

3. Questions about identifying the desirable and undesirable in curriculum and determining national and local curriculum needs

a. What must be considered when identifying curriculum needs in a pluralistic society?

b. How do curriculum needs arise and how are contending views addressed?

4. Questions about the content of current and needed curriculum reform

a. What are current trends in the changing content or emphases in school curricula?

b. What changes are now needed in curriculum?

c. What questions of curriculum form and substance should be addressed if further development is to be considered?

B. Who should do curriculum development? What roles should the different sectors play? How should the different sectors interrelate?

1. Questions about the role of federal agencies in curriculum development

a. What, if any, are the Federal Government's rights and responsibilities in curriculum development?

b. What are the dangers of federal involvement in curriculum development?

c. In which aspects, activities, or phases of curriculum development should the Federal Government play a part?

d. What has the Federal Government done in curriculum development in the past and what can be learned from this experience?

2. Questions about the role of the private sector in curriculum development

3. Questions about the role of state departments of education in curriculum development

4. Questions about the role of local districts, schools, and lay communities in curriculum development

5. Questions about the interrelationships among federal, state, local, private sectors in curriculum development

In the pages that follow we lay out the more specific issues, problems, and concerns mentioned by our interviewees or expressed in the documents we read, according to the above outline. Under each major section of the outline we provide some discussion of interviewees' and writers' views with respect to the questions they raised.

A. For what types of desired educational improvement is curriculum development especially important? What can be done to make it more effective? How should curriculum needs and priorities be determined? What curriculum improvements are now needed?

This first section summarizes and briefly describes the issues, problems, and concerns that were raised by interviewees and reports regarding the four questions above. The focus of this section is on those questions that have to do with the nature and importance of the curriculum development and change processes without special attention to the roles that the several sectors might play in these processes. The four questions represent four categories of questions that have to do, in turn, with the special values of curriculum development, the effectiveness of curriculum development, the determination of curriculum priorities, and current curriculum needs.

Although there are strongly differing views on the questions and concerns presented in this section, one general observation can be made about each of the four categories. First, there is much agreement on the basic value of curriculum development and the central importance it has in educational change. The school curriculum is something that everyone takes seriously. Second, regarding the effectiveness of curriculum development, it is generally agreed that many past curriculum development efforts have not been close enough to the teachers, administrators, parents, and schools where changes in the curriculum must be realized. Third, on the question of determining curriculum priorities, many would see America as a highly pluralistic society and this raises some difficult issues about how curriculum decisions are made and how various values shall be reflected in the school curriculum. Fourth, regarding current curriculum needs, many observers are identifying a "back-to-basics" trend in the country now, but others wonder if anyone really knows, without the necessary data, what is going on in the nation's classrooms.

In each of the first three categories, questions are presented in two groups. Within each group, a list of questions that were mentioned or implied in interviews or reports is presented first. A brief elaboration with examples follows each list. In the fourth category, no questions are presented; rather, we simply list what individuals see as current curriculum needs.

1. Questions about the value of curriculum development and its relationship to other ways of changing schools.

   The results of this survey strongly indicate that everyone concerned with education and its betterment sees curriculum and curriculum development as having major importance. Some saw curriculum change

as more or less synonymous with educational change, while others saw it as a crucial process in educational change which could affect other aspects of the school. When compared with other ways to change schools, curriculum development was generally seen as the most important way to do it, although it cannot do the job alone. The particular concerns and questions about the value of curriculum development are grouped below under two questions. A first question expressed by many persons concerns the types of desirable educational improvements for which curriculum development is particularly appropriate. Views in this regard varied, some seeing its most valuable contribution as updating content while others see its contribution to changing instruction. A second question was concerned with how curriculum change compares to or is related to other ways to change schools. Although all agreed that curriculum development was of central importance, there are differences in how individuals see curriculum development working in conjunction with other school changes, such as staff development or parent involvement.

a. For what types of desired educational improvements is curriculum development especially appropriate?

- How does curriculum development benefit schools?
- Is curriculum development more important for subject matter content or for improving teachers?
- Do some subject areas have a greater need for continual curriculum development than others?
- Can curriculum development have liabilities which reduce its desirability?

Edward Palmer of the Children's Television Workshop remarked that the question of whether or not curriculum development is important was a false issue, and the important questions were how and by whom. There seems to be no-one, in fact, who does not see curriculum development as a valuable activity for improving education. Ann Strauss of Senator Kennedy's staff concurred, on the basis of a survey she conducted, with the view that in general educators feel that curriculum development is a very important factor in educational improvement. Some interviewees spoke of the value of curriculum development as if it were the essential ingredient in educational change. Said Robert Lamborn, of the Council for American Private Education, "The curriculum is the endpoint of education; it cannot sit still." Paul Salmon of the American Association of School Administrators said that "Curriculum is

the heart of the educational process; education changes when curriculum changes." The Mathematical Sciences National Advisory Committee on Mathematics Education sees curriculum contents as "ever changing" and therefore that curriculum development is inevitable.

Others who might or might not wish to argue that curriculum change is the central aspect of educational improvement, nevertheless thought it very important and several particular benefits of curriculum change were mentioned. Some, such as Edward Meell, President of the Association of Media Producers, and Jack Gentry of the National Manpower Institute, see new curriculum as a way to help teachers change, and argue that teacher change is a critical factor in educational change. Others, such as Roger Heyns of the American Council on Education and Joanne McAuley of the National Congress for Educational Excellence, saw curriculum development as especially effective for upgrading and updating content. It was also mentioned that curriculum updating is especially important in areas where things happen rapidly. For example, George Archibald of Representative Conlan's staff commented that curriculum development is necessary to keep science materials current. Lowell Burkette of the American Vocational Association saw rapid technological changes requiring continual updating of materials.

Although there is an overwhelming consensus that curriculum development has several important benefits, a few respondents cautioned that curriculum can be misapplied. In particular, Jack Sessions of the AFL-CIO cautioned that curriculum should not handcuff "the great teachers."

b. <u>How does curriculum development compare with other types of educational change?</u>

- Which ways, or what combination of ways, are most effective or important as means to improve school practices and outcomes?

- Can changing other aspects of the school affect the curriculum and can curriculum change be used to affect other aspects of the school?

- Would teacher training, organizational change, or parent involvement at the school level be better alternatives to curriculum development?

A variety of types of school changes were mentioned by interviewees and in the reports we read. Improving teachers, creating new forms of schooling, and institutional changes were three major types of changes mentioned. Parent involvement, spending more money, individualizing instruction, reducing class size, preservice education, inservice education for teachers and administrators were others that were mentioned. Particular issues in this area are concerned with the comparative importance and effectiveness of these types of changes and the effects of some changes on others. Some interviewees emphasized one or two types of changes while others spoke of coordinating several types of changes.

The Council for Educational Development and Research said, with regard to the effectiveness of curriculum development, that it is "probably the one way to change what goes on in the schools--short of a revolution." Giving parents a greater choice in curriculum matters in the local district was claimed by Onalee McGraw, of the National Coalition for Children, to be more effective than curriculum development for improving education. Others argue that curriculum development and teacher training were equally important, and further, that each needs the other in order to be effective or that both should be done in a coordinated manner. Robert Hogan of the National Council of Teachers of English added that since the teacher population has become stabilized, inservice education has increased in importance over preservice education; George Weber of the Council for Basic Education would agree. Paul Salmon of the American Association of School Administrators thinks that school administrators need to be oriented to new changes and that all staff levels of a school system must be involved in curriculum change. James Gates of the National Council of Teachers of Mathematics suggested that staff development efforts are important and that in the high schools, such efforts should concentrate on department chairpersons since they are the most stable component of the teaching force. The best mention that organizational change received was that it can provide settings for other changes to occur, as was mentioned by Robert Lamborn of the Council for American Private Education. In sum, views differed, depending on what aspects of the school were seen as most critical in bringing about change.

2. Questions about alternative strategies for curriculum change and ways to increase the effectiveness of the curriculum change process.

Interview results are rich in questions and concerns about what it takes to do curriculum development well. Many comments of interviewees include their preceptions of the problems

of major curriculum development projects of the 1960's and the value of those projects. Most of the assessments of these were positive although no-one thought they could not have been done better. These views are organized below into two rough groupings. The first group includes concerns about the weaknesses of past curriculum development strategies and alternative strategies that are emerging. The second group includes questions about the advantages and disadvantages of alternative strategies.

A major concern about past curriculum development efforts is that they in many respects neglected the potential users of the final curriculum product. Several questions were raised about ways to involve practitioners and lay people in the development process and about what is needed to assist them in effectively adopting and adapting the new curricula. Better dissemination and implementation procedures, including staff development activities are only some of the strategies that are emerging. Other strategies such as teachers' centers are premised on a curriculum development process that is primarily locally-based. Questions in the second group below are concerned with the pros and cons of these alternatives, including the cost-effectiveness of centrally produced versus locally-produced curricula, the importance of using the best intellectual resources for curriculum development, and how the success of a curriculum development effort can be determined.

a. What have we learned about curriculum development and change in the last decade or more?

- Has federally supported curriculum development been effective in changing school practices or in increasing school effectiveness?
- What have been the problems in the way curriculum has been developed or in how it has been disseminated or implemented?
- What possible strategies have emerged to more effectively implement new curricula in schools or to bring about changes in the school curriculum?
- Is it more difficult to bring about certain kinds of curriculum changes?

Weaknesses in past curriculum development and change efforts, federally supported or otherwise, are major subjects of debate at present. Recommendations regarding how to do the job better are wide ranging because they derive from one's conception of curriculum, whether one focuses more on the development of new materials or on improving school practice directly,

and where one is standing. All would agree however that curriculum change does not occur simply as the result of developing some new program or set of materials. Questions about the importance of dissemination, implementation, staff development, and adaptation, in addition to curriculum development, pervaded the interviews.

Interview responses reflected the fact that many have opinions about the significance of the large federally supported curriculum development efforts of the past two decades. Responses in this regard ranged from an emphatic "Yes, federal support is very effective; the 1960's established its value" to "Federal curriculum projects have harmed public schools." Whether the results of federally supported projects have been good or bad, no-one seemed to see them as having no effect at all. Most of those who commented specifically about federally funded projects were positive about them, although the importance of identifying new forms of support and new ways to make federal support more effective were of much concern.

Different individuals said it in different ways, but a commonly noted problem was that in the past curriculum development did not keep in close enough contact with those who would use its products. Steve Bailey of the American Council on Education put it most succinctly when he said that "The linear change model is naive." Such a model isolates development from the local level where it is ultimately to be used. Robert Hogan of the National Council of Teachers of English posed the problem as a dichotomy between the developers who become intimately acquainted with the new development and the practitioners who do not know, and may not care, about the new development. William Demmert of the Office of Indian Education said that curriculum development has gone too far, too fast for the community. Lack of concern for an effective delivery system, for the consumer's view, for staff development, or for community involvement were all mentioned many times.

Possible new strategies for curriculum development and change are as varied as the views of the problems. Some would invite input from practitioners at various stages in the development process in order to keep on target. M. Frankel of the Joint Council of Economic Education would build a better delivery system which would include teacher inservice training, evaluation, and long-term followup to help a school district adapt a new curriculum to the local setting. Others start from an entirely different perspective and do not see the problem simply as one of more effective dissemination and implementation. William Demmert would begin the process at the local level and keep it there. Teachers' centers were mentioned by several as a promising strategy for locally-based curriculum change.

b. What are the advantages and disadvantages of alternative approaches to changing the school curriculum?

- Is it better to centralize curriculum development and then disseminate the product or to develop curriculum primarily at the local level? Is there a useful balance between these alternatives?
- How important is it to involve the best intellectual resources in curriculum development and what does this mean for development strategies?
- How should the consumer of the curriculum be involved in curriculum development or change?
- Does local development of curriculum lead to duplication of effort and is this undesirable?
- How can we decide if a curriculum development effort was worthwhile or successful?
- Would it be fruitful to study the effectiveness of alternative curriculum development strategies?

One important question here has to do with the advantage of centralized curriculum development which is external to the user as opposed to a primarily local school or district curriculum effort. Some interviewees think that it is very important to have well qualified individuals develop curriculum. They would add however that developers should consult with others who know the capabilities of teachers and schools, and the developers should provide inservice training programs in which local participants adapt the new curriculum to their settings. As M. Frankel of the Council for Economic Education suggested, a major question seems to be how to obtain the active participation of the potential user. The advantages of a more centralized approach are, as Sidney Marland of the College Entrance Examination Board put it, "An economy of scale" that produces quality curriculum more efficiently that districts could. On the other hand, William Demmert of the Office of Indian Education sees anything other than locally developed curriculum as not really addressing the importance of having curriculum change occur at the local level. Local development, it is argued, would not only ensure a curriculum appropriate to local needs and a commitment to its use, but would encourage the formalization of an ongoing curriculum renewal process that would keep the school vital. Demmert would

seek ways to involve curriculum development experts in the local process rather than vice versa. Jean Brown of the District of Columbia Public Schools suggested that both approaches are important, for a district does not have the resources to meet all its curriculum needs, and all local needs cannot be met by externally developed curricula. Regarding the issue of duplication of effort in locally-based development, responses ranged from from "It is inefficient for all districts to reinvent the wheel" to "The process of inventing is more important than the wheel."

Concerns about evaluation were not widespread, but several references were made to the need for criteria for assessing the success of new curricula. Of interest here is a point made by both Gordon Cawelti of the Association for Supervision and Curriculum Development and the Conference Board of the National Advisory Council on Mathematics Education, that given the complexity and diversity of school systems, it may not be easy to decide whether a nationally focused curriculum development effort was successful, or to determine to what extent "national trends" are operating at the school level. According to some, the major value of a centralized curriculum development effort may be in stimulating other efforts and in becoming incorporated into commercial and locally developed curricula rather than in having its own direct impact on schools. Related to the concern for evaluation, some asked about the possibility and need for studies which compared alternative curriculum development strategies. Some interviewees, such as Ray Hannapel of the National Science Foundation, suggested that such research would be valuable. On the other hand, the Council for Educational Development and Research said that there is no necessity to do further research on curriculum development.

3. Questions about identifying the desirable in curriculum and determining national and local curriculum needs.

This third set of issues and problems brings into focus another very fundamental concern that appears in reports and in the remarks of interviewees, a concern about how to decide to start a curriculum development effort and who should decide. The latter is as important as the former for there seems to be no consensus as to who can be entrusted with decision-making authority for the curriculum. Again, the questions seem to group themselves into two sets. The first set of questions has to do with the significance of pluralism in American society, whether national unity is compatible with a curriculum that reflects cultural diversity, and how national interests are to be balanced against local interests in setting curriculum priorities. Where pluralism concerns cultural values, additional questions are raised about the basis upon which such values or any values have a place in the curriculum. Questions arose about whether a curriculum can be value-free and whether a value-oriented curriculum can be justified in the public schools. The second set of issues is concerned with alternative procedures for providing a sound information base for deciding curriculum matters and the problem of what happens when reasonable people disagree on what curriculum change is needed. Is professional judgment required to assess curriculum needs and if so how is such judgment to be balanced against the concerns of the community? The importance of obtaining consensus was raised as was the possibility of determining whether some piece of curriculum content is or is not appropriate to some grade level. In these matters, there does not seem to be any general trend in the remarks of the interviewees; at bottom the question of who should participate in curriculum decision-making remains.

a. What must be considered when identifying curriculum needs in a pluralistic society?

- Is there a problem of compatibility between concerns for national unity and provision for the demands of diversity?
- Can curricula be value-free? Should only value-free curricula be developed for public school use?
- If value-oriented curricula are deemed appropriate, what development, dissemination and adoption strategies would be consistent with local autonomy in curriculum choice?

The United States is seen as a pluralistic society. How this pluralism is to be characterized and its significance assessed is one of the questions that arise in relation to determining

curriculum needs. A useful assessment was made by John Carpenter, formerly Director of the Office of Education Ethnic Heritage Program, of the shifts in views toward ethnicity as one dimension of pluralism. He pointed out that the nation has moved from a "cultural deprivation" interpretation of ethnic needs, is now in an "ethnic studies" phase and is moving rapidly into a "multicultural" phase, but it must ultimately move to an "intercultural" phase as a basis for national unity. In a different vein, Onalee McGraw of the National Coalition for Children, sees deep disagreement on fundamental values in the nation, and feels that no particular set of values should be embodied in the curriculum at all; choice should be left entirely to parents. The National Science Board has recently adopted a policy of pluralism in curriculum matters.

One concern that tries to respond to issues such as cultural unity versus diversity in the curriculum is whether only value-free curricula should be used in the public schools. But questions were raised about whether any curriculum can be value-free. Roger Heyns of the American Council on Education said that we cannot have value-free curricula, and thus, to be consistent with a principle of cultural pluralism and local autonomy, a variety of curricular options must always be available. Others, such as Mary Bowen of Citizens United for Responsible Education, spoke from the premise that value free and value-laden curriculum could be adopted by a school only with the approval of the community. A particular value issue was raised by James Squire of Ginn and Company, who pointed out that while, freedom to read is valued, there are strong reactions and concerns over the content of certain books.

b. <u>How should curriculum needs and priorities be determined and how should contending views be addressed</u>?

- Is it possible or wise to predict future social conditions in order to develop curricula that prepare students to cope with those conditions?
- What has created need or demand for curriculum change in the past? Are these forces still present? Are there new forces?
- How should curriculum needs assessment be improved?
- How are local perceptions of need to be balanced against the judgment of professional minds who are recognized as knowledgable about educational problems and solutions?

- Can the appropriateness of certain content for a given age level or student population be reasonable determined so as to resolve differences of opinion about such matters?

- How important is it to maintain a balance across all subject areas in meeting school curriculum needs?

Concerns for finding better ways to determine what schools need in the way of new or revised curriculum are on the minds of many. Some were concerned with putting needs assessment on a more solid information base. There was disagreement over whether there would be any value in conducting some form of national survey of needs. Yet, as Syl McNinch and Arthur Jones of the National Science Foundation said, it would be important to get a better information base before engaging in any major curriculum development efforts. And Ray Hannepel, also of NSF, noting the concern for national defense that motivated curriculum development in the past, questioned whether such concern is still present or whether new concerns have arisen. Some form of continuing needs assessment process which uses a variety of mechanisms to set curriculum priorities was a recommendation of the National Science Foundation Science Curriculum Review Team. Others have suggested the creation of a statistically representative sample of school districts which could be used on a continuing basis to assess current and future educational needs.

Others raised questions about how differences of opinion should be addressed and adjudicated. Several reports have been written on the criticisms of Man: A Course of Study which has raised concerns about what some see as objectional content. Roger Heyns has stated that the judgements of the developers of MACOS regarding the appropriatness of curriculum content to grade levels have been quite successful. He also states that where there is an argument about content appropriateness the local school districts should decide; there is no arbiter who can decide. Such views as these highlight the problem of balancing the use of professional judgement in assessing a curriculum need and the problem of developing a curriculum that is sensitive to the views of all who may feel a responsibility for content. Gordon Cawelti, of the Association for Supervision and Curriculum Development raised another question of balance, that of the importance of balancing curriculum priorities across all subject areas to best meet school needs.

4. Questions about the content of current and needed curriculum reform.

Individuals and organizations have many concerns about the trends they see in current educational practice and about what types of curriculum reform are most needed. Rather that present these concerns as issues or questions, it seemed most appropriate to simply list the various concerns in the three groups below without discussion.

a. What are current trends in the changing content or emphases in school curricula?

- too much creative writing and not enough emphasis on basic skills or functional communication
- there is movement away from basic academics to attitudes, beliefs, and values clarification, and behavior modification
- the high school no longer meets the needs of kids
- less emphasis on print and more on aural/oral language usage
- more teaching of writing in high school
- an emphasis on an open-ended approach rather than providing a basic foundation in cognitive skills
- too much objectional content that is opposed to Judeo-Christian ideals
- too much affective education and not enough cognitive education

b. What changes are new needed in curriculum?

- no development of psycho-social curricula
- return to basics and the training of the intellect
- teaching for student adaptibility in the future
- social studies curriculum without ethnic bias
- more and better information about unions and collective bargaining
- bilingual education and multi-cultural education
- early childhood education
- curriculum related to world of work
- improved reading instruction
- curriculum for cultural pluralism
- metric education
- curricula that create a desire for education in the individual

- a complete reconceptualization of the curriculum to bring it into line with current and future social needs
- curriculum that attends to the problem of sex-stero-typing and actively encourages girls and women to move ahead
- improved status and quality for vocational education
- nontraditional curriculum such as moral-values education
- alternative routes for completing schooling
- curriculum for children with particular learning problems due to poverty
- curriculum for the handicapped
- curriculum that addresses long term social problems such as economic, food and population issues.

c. What questions of curriculum form and substance should be addressed if development is to be considered?

- whether curricula should be more interdisciplinary
- whether curricula should be more problem-oriented
- whether curricula should be more value-oriented
- whether present curricula are "locking in" students rather than broadening their options
- how best to develop computational skills
- what is the impact on learning of different types of instructional materials
- whether time spent in instruction, rather than type of instruction, is the critical factor in achievement
- what impact the curriculum can have on students during critical periods in their development
- what is the effectiveness of instructional hardware
- whether the hypothesis that understanding leads to skills can be better validated.

B. Who should do curriculum development? What roles should the different sectors play? How should the different sectors interrelate?

The second major category of issues, problems, and concerns voiced by our interviewees and expressed in the documents we read pertained to the roles of the various public and private sectors -- federal agencies, publishers and other producers of educational materials, state departments of education, local districts and schools, professional organizations, other interest groups, parents' and citizens' groups, and so forth -- in curriculum development. A large majority of our interviewees' concerns fell in this second category and, within this category, most questions centered on the roles of federal agencies in curriculum development.

Some interviewees felt that the federal government's increasingly heavy role in curriculum development in the past two decades has unfairly and detrimentally reduced the opportunities for private, state and local participation and influence. Others felt that the federal government possesses unique resources and that increased use of such resources is bound to improve the quality of education available to all. Conflicting viewpoints such as these led interviewees to ask: Who can and should decide what curricula are needed and how curriculum development is to be done? What are the rights and responsibilities of the different sectors? What are the resources and capabilities of the different sectors? Are there some things that only one sector can do? What roles do people and groups in each sector want to play? What are the best relationships among responsibilities and roles of the various sectors? In the section that follows we present the more specific issues and problems that fall under these general areas of concern. For the sake of clarity and convenience, we have organized these issues and problems by sector, beginning with the sector that received the most attention -- the federal government -- and ending with questions about the interrelationships among the various sectors.

1. Questions about the role of federal agencies in curriculum development

As mentioned above, most of our interviewees' questions and concerns about roles in curriculum development centered on the responsibilities and roles of federal agencies and the impact of federal activities upon the roles assumed by people and groups in other sectors. Interviewees' remarks and the explanations provided in many of the documents we read indicate that this emphasis derives from several contemporary circumstances, including: widespread and highly visible recent controversies over the content and values of some federally-sponsored curricula (including MACOS); arguments raised during Congressional hearings into federal agencies' support for implementation of the programs they have developed; a growing concern by some that the federally-sponsored "new" curricula are not achieving their aims and are contributing to declining test scores; an emerging suspicion

that the public mood and national needs may have changed significantly since the initiation of heavy federal support for curriculum development in the late 1950's; and a belief by many that the experiences of the past decade of unprecedented federal involvement in education (primarily through ESEA and the support of the large "national curriculum projects") has taught us a lot about the relationships between federal support and federal control and that federal policies should now be reexamined in light of these "lessons."

Although most interviewees recognized the existence of these circumstances, they differed somewhat in their views of what the most important present issues are and they varied widely in their positions on the issues they raised. Several interviewees asserted that any national discussion at this time should address the role of the federal government in education, rather than focusing on the narrower issues of federal involvement in curriculum development. (Those who advanced this suggestion tended to believe that the government has overstepped its bounds and that federal "interference" should be curtailed, if not eliminated entirely.) Those who limited their attention to issues of federal involvement in curriculum development asked whether the government has any special responsibilities in this area; whether it has any unique resources that must be taken advantage of; whether there are dangers to federal involvement in curriculum development and, if so, what can be done to avoid such dangers; which phases of curriculum development the government should participate in; what and how much the government should do in each such phase; and what can be learned from past federal activities in curriculum development. Briefly, interviewees' positions on federal involvement in curriculum development ranged from the belief that increased government support and leadership have benefited the nation and should be maintained or further increased, to the belief that the government's efforts in the past two decades have been highly successful but that the need for such direct involvement has decreased because so many new curricula are now available, to the view that the government should alter the nature of its role (e.g., by moving toward the provision of guidelines and technical assistance to local and private developers or toward the development of only exemplary curricular "modules" or toward the provision of only "thin market" programs for special needs and populations), to the belief that all federal involvement in curriculum development is an infringement on local and private rights, that all governmental "interference" thus far has harmed the practice of education, and that the government should immediately terminate its role in this area.

In order to show the relationships among the more specific issues, problems, and concerns regarding federal involvement in curriculum development that emerged from our interviews and readings, we have arranged them into four groups: (1) questions about the federal government's rights and responsibilities in this area; (2) questions about the dangers of federal involvement in this area; (3) questions about the particular aspects, activities, or phases of curriculum development in which the federal government might engage; and (4) questions about what can be learned from past federal involvement in this area.

a. What, if any, are the federal government's rights and responsibilities in curriculum development?

- Does the federal government have any unique resources that must or should be used in curriculum development? (For example, should federal agencies sponsor activities that require the involvement of the nation's preeminent scholars because the states, local agencies, and the private sector cannot be expected to draw together such persons?)

- Is the federal government responsible for providing leadership in curriculum development or is it responsible for responding to public demands or does it have no rightful responsibility or authority for curriculum development (i.e., should it get out of curriculum development altogether)?

- Is the federal government responsible for determining the "national interest" and national priorities in curriculum development and for ensuring that such interests and priorities are reflected in the curricula that are developed?

    - If so, how should the "national interest" and national priorities be determined?

    - How should considerations of the "national interest" and the need for some national unity be balanced with the demands of local diversity and pluralism?

    - How should different sources of needs analysis (e.g., the views of the nation's "best minds" and the demands of local schools and communities) be balanced?

- Is the federal government responsible for assessing the nation's long-term needs and for sponsoring long-term projects to anticipate and meet such needs?

- Does the federal government have (or share) responsibility for ensuring that the curricula that are developed and used in schools are "good"? Who should decide what constitutes a "good" curriculum?

- Is the federal government responsible for providing evaluations ("validations") of the curricula it sponsors or should it just make such curricula available for others to judge and adopt or reject?

- Is the federal government responsible for providing evaluations of curricula developed by persons or groups in the other sectors as well?

Interviewees differed considerably in their views of federal rights and responsibilities in curriculum development, but a solid majority seemed to agree that some national discussion addressed to such issues would be helpful. Several interviewees said that at least some parts of the nation's needed curriculum development is expensive and requires access to the country's best talents, that only the federal government has the resources to carry out such development and the opportunity to engage the assistance of the nation's "best minds" ("it would be impossible for every district, or even every state, in the country to bring together the top scholars and other experts"), and, therefore, that federal agencies must be involved in at least some of the nation's curriculum development efforts. For example, in a March 1975, letter to H. Guyford Stever (Director of NSF), Roger W. Heyns, President of the American Council on Education and member of the National Science Board, wrote that "The importance of an NSF, indeed a federal, role in curriculum development is reinforced by the fact that an insignificant amount of the total U.S. educational budget is set aside for research and development. Unless the governmental agencies undertook the necessary activity, it just plain would not get done." Brian Larkin, National Council for the Social Studies and Gordon Cawelti of ASCD said in their interviews that the federal government must remain involved in curriculum development in order to satisfy requirements in money and talent. Jack Gentry of the Manpower Institute pointed out that publishers are hesitant to take on innovative curriculum development because it involves such high risks. Sid Marland (College Entrance Examination Board), Robert Lamborn (the Council for American Private Education), and Lowell Burkett (American Vocational Association) and others cited arguments of economic efficiency in backing a federal role, pointing out that the duplication of effort that results from decentralized development is wasteful.

Other interviewees disagreed with such arguments, however, and claimed that the constitutional authority for curriculum development rests with the states rather than with the federal government. Furthermore, these respondents usually continued, most states recognize the importance of local curriculum development and have delegated curriculum decision-making authority to local agencies. Onalee McGraw (National Coalition for Children, Joanne McAuley (National Congress for Educational Excellence), George Weber (Council for Basic Education), Mary Bowen (Citizens United for Responsible Education), Joan Janaro (Pennsylvania Coalition for Basic Education), and George Archibald (Administrative Assistant to Representative John B. Conlan of Arizona) argued that curriculum development is a local responsibility and right, that the federal government is unresponsive to local needs and desires, that past federal programs have proven unacceptable to most parents, and that the federal government should terminate all of its curriculum development activities.

b. What are the dangers of federal involvement in curriculum development?

- Does federal support necessarily lead to federal control?
- Does federal involvement introduce a threat, or inevitability, of a "national curriculum"?
- Does federal support of the implementation of curricula it has sponsored constitute the imposition of federal values or views? Does such support constitute "unfair competition" for the private sector?
- At what point does federal involvement become infringement upon local rights?

As much of our discussion thus far has implied, a number of interviewees expressed deep concern over the growth of federal power and the reduction in local control that they feel has resulted from federal curriculum policies and actions in recent years. In a written response to the questions we posed in our interviews, Joanne McAuley referred to the "growing concern for the loss of freedom of choice both at the state and local level because of increasing federal interference." Joan Janaro declared that "the bureaucracy has been changing the goals of education and that "the further away from the schools you get, the further you are from what the people want." Some interviewees complained that several of the new federally-sponsored curricula in the social sciences (such as MACOS) involve indoctrination to sets of values and orientations that are not universally shared.

Some objected that federal efforts to implement, promote, and push programs (as has been done with MACOS, they contend) constitute unfair competition, misuse of taxpayers' money, and a dangerous federal attempt to impose a "national curriculum." Several interviewees said that federal funds always have strings attached (whether they are overt or covert) and that programs such as Title III encourage the adoption of materials considered "innovative" in Washington but not elsewhere and allow districts to purchase "objectionable" materials that they would not buy with their own funds. George Archibald summarized many of these views by saying that "Federal tax dollars have been used to blueprint uniform national social, cultural, political, and ideological change through the development of curriculum materials."

Many other interviewees did not share the belief that federal involvement in curriculum development necessarily leads to centralized control, unfair competition, the imposition of particular values or views, or reductions in local freedom of choice. Most of these people felt that the government had merely provided more alternatives from which local educators and parents could choose and that government implementation efforts simply represented attempts to help people correctly use the programs they chose. Juan D. Solis (The Dissemination and Assessment Center for Bilingual Education) said that "any centralized educational system... which diminished the local freedom to determine curriculum would be unacceptable," but that "this does not seem to be a real threat now." Edward Meell (Association of Media Producers) considered the threat of federal control largely a "paper tiger" at present. Ed Palmer (Childrens' Television Workshop) pointed out that many centralized development projects involve substantial lay participation (e.g., in trying out and reacting to trial versions) and that it is important to distinguish between the provision of centrally-developed curricula having no dictates that they be used and programs that are accompanied by incentives for use. The latter, he continued, represent an "insidious intrusion on local autonomy," but many centrally-produced curricula do not fall into that category. Ann Strauss of Senator Kennedy's staff explained that the Senator favors the maintenance of freedom of choice at the local level and opposes giving "federal stamps of approval" to particular programs, but he does not consider federal support for implementation activities (such as training sessions or institutes) to be "unduly influential" as some have charged and he believes that there is no evidence that such activities necessarily involve coercion. Finally, Roger Heyns stressed the importance of distinguishing between implementation (training people to use new programs) and marketing (selling).

c. In which aspects, activities, or phases of curriculum development should the federal government play a part?

- Should the federal government coordinate curriculum development activities around the country in order to reduce duplication of effort?

- In which phases or aspects of curriculum development should the federal government participate? in the analysis of curriculum needs? in funding? in the conceptualization of new programs? in research designed to provide a basis for development? in the actual development of learning activities, guides, texts, plans, and other materials? in evaluation? in dissemination? in implementation? in marketing? in other phases or aspects?

- Should the federal government leave all curriculum development to the local sector or should it fund the development of only "thin market" materials or should it fund the development of only "exemplary" programs or modules (to be adapted for local use or used as models for development by others) or should it fund only the development of curricular alternatives in order to allow more local choice or should it fund the development of a variety of programs in all subject areas or should it fund programs only in areas considered to be top "national priorities"?

- Should the federal government sponsor the dissemination and implementation of curricula it sponsors, should it sponsor the dissemination and implementation of other curricula, or should it leave all dissemination and implementation to the private and local sectors?

- Should the federal government support teacher training and other staff development activities that are deemed important concomitants to curriculum adoption and implementation or should it leave such activities to the private and local sectors?

- If the federal government should continue to fund curriculum development, how should it decide who to fund?

- Should the federal government enforce "protection of human subjects" regulations when new ("experimental") curricula are being tried out with students?

- How and to what extend should the federal government monitor the curriculum development projects it funds?

- Can and should federal agencies assist in strengthening local capabilities for curriculum development? Should the federal government find ways of making local people more capable of developing their own curricula instead of continuing to provide "packaged" curricula for local people to choose from and/or adapt?

While some interviewees held the view that federal agencies should drop all curriculum development activities, others said that such agencies should continue their involvement, with possible modifications in role or emphasis. Several interviewees (such as Robert Lamborn) recommended that the federal government devote more attention to coordinating curriculum development projects in its various agencies, while others (including Gordon Cawelti, Edward Meell, and Lowell Burkett) suggested that federal agencies concentrate on coordinating curriculum efforts in all sectors around the country by collecting and making available information about ongoing and completed projects and by attempting to reduce the duplication of effort that some see in scattered, uncoordinated activities. Gordon Cawelti recommended the establishment of a national survey process to be used in identifying priorities for development and Paul Salmon (American Association of School Administrators) recommended that federal agencies sponsor the development of programs in areas identified by schools as being especially important (as metric education currently seems to be). Stowell Symmes (Joint Council on Economic Education) and William Demmert (Office of Indian Education) urged the federal government to provide new and improved evaluation instruments and techniques and evaluations of new curricula. Alfred C. Neal (Committee for Economic Development), in a letter responding to our questions, said that "The government should learn that it may have to spend more money on getting good practices, etc. adopted than it spends on research...it should be...ruthless in exposing bad education, wherever it occurs...(and) when it has done those things, it should vigorously pursue the objective of getting best methods, curricula, etc. adopted."

Several interviewees, including Jim Mecklenburger of the National School Boards Association, recommended that federal agencies fund, but not control, local curriculum activities. (Mecklenburger said that NSBA would like to see one-third of NIE's budget going directly to LEAs, to be used with school board oversight.) Some, including Jack Sessions of the AFL-CIO and Art Sheekey of the Office of the Assistant Secretary for Education, recommended that federal agencies stop producing completed curricular packages and concentrate instead on developing alternative "modules" (exemplary pieces of curriculum that can stand alone) which local people can use if they wish (perhaps as models for their own development efforts). Others (including Walter Gillespie of NSF, Roger Heyns of the American Council for Education, and Gordon Cawelti of ASCD) said that the government should try to provide a diversity of sound alternative programs which would serve as options from which the different groups in our pluralistic society could choose.

CEDaR (the Council on Educational Development and Research), in a written response to our questions, asserted that "The federal government should support developing and making available alternatives; it should not develop and advocate a single model or solution." Ray Peterson (Council of Chief State School Officers) urged NIE to develop a "critical mass" in basic learning areas (such as reading and math), to develop programs for children with special learning problems (e.g., poverty, non-English-speaking, handicapped), and to attempt to realize Congressional priorities. Jim Mecklenburger (NSBA) said that federal involvement is most needed in newer priority areas where too few programs exist (e.g., bilingual education), while Ray Peterson (CCSSO) cautioned against devoting too much attention to limited areas of immediate concern (e.g., drug education and consumer education).

Three areas of particular present concern about federal agencies' roles in curriculum development, as indicated in recent Congressional hearings as well as in our own interviews, are implementation, protection of human subjects, and support for increased local participation in curriculum development. Several interviewees pointed to conflicting pressures on federal agencies with regard to implementation policy: while GAO and some Congressmen seem to be pushing for better dissemination and implementation of curricula that have cost the government a great deal of money, other sectors of the Congress and the public seem to be pushing for a reduced (or eliminated) federal role in dissemination and implementation. Our own interviews demonstrated this split: some said that good curricula are not being adopted widely enough, that effective curricular implementation requires teacher training as well as the provision of new materials, and that the government should be stepping up its efforts to provide such implementation support; others, as we have already indicated, said that federal support of implementation constitutes unfair competition and the imposition of a national curriculum. The protection of human subjects issue arises out of the concern that the use of new curricula constitute "experiments" involving children, that the children who participate in these experiments should be covered by the same protection of human subjects guidelines that govern educational research, and that parents should be given opportunities to decide whether or not their children will use the "experimental" curricula through the institution of prior, informed, written consent procedures.

Finally, a vast majority of our interviewees, like a great many other observers of the current educational scene, expressed the view that local educators and citizens want to participate more actively in curriculum development, that they are able to assume more active roles, and that federal agencies should devote more attention to assisting them enhance their involvement in curriculum choice, adaptation, and actual development of programs, guides, plans, and materials. The main questions at this point seem to center on how much of its attention the federal govern-

ment should devote to such efforts, what forms such efforts should take, and how such efforts should relate to other federal roles and responsibilities in curriculum development. A few interviewees felt that local people should certainly assume greater curriculum development responsibilities, but that they could (and should) do so without federal assistance (or interference).

d. What has the federal government done in curriculum development in the past and what can be learned from this experience?

- Are the curricula that the federal government has sponsored biased? (i.e., Has the government sponsored too many of some types of programs, philosophies, and approaches and too few of others?)
- Are government-sponsored curricula contributing to declining test scores?
- Are there weaknesses in the approaches federal agencies have used in determining the needs for new curricula?
- Are there weaknesses in the approaches federal agencies have used in deciding who to fund in curriculum development? Is the government creating and funding "career curriculum innovators"?

Many of our interviewees suggested that a valuable early step in any national discussion/investigation of curriculum development issues would be to carefully document and analyze past experience, particularly the federal government's experience. Ray Hannapel of NSF, in pointing out that there is already a substantial amount of uninformed debate taking place, recommended that NIE begin its work with some thorough historical investigation (including determinations of the initial needs that led to heavier federal involvement, of how such needs were expressed, of how needs and the public mood have changed over the past two decades, of how the government has responded, etc.) in order to provide a solid information base for any discussion that might follow.

Several interviewees predicted that such an analysis would indicate weaknesses and/or biases in the curricula the government has sponsored. Roy Edelfeld hinted that the government may not be doing a good enough job of distinguishing between "generic and enduring issues" from "fad ideas." Brian Larkin (NCSS) mentioned the government's tendency to create "long-term projects" in response to "short-term topics" (e.g., career education, desegregation). Kenneth Tollette (Institute for Educational Policy, Howard University) and William Demmert (Office of Indian Education) said that many government-sponsored curricular changes have "gone too far, too fast" for local schools and communities. Senta Raizen of NIE recommended an analysis of how much federal support has been devoted to

encourage local development (e.g., through Title III and FIPSE) and how much has been devoted to centralized development. (She predicted that such an analysis would show that the great majority of federal funding in the past decade has gone into decentralized work and that relatively little has gone into centralized work. The problem, though, is that the centralized work, in spite of its relatively small magnitude, "makes the biggest splash" and gets the most attention.)

A number of interviewees complained that the curricula the government has sponsored are too undiversified and biased. Joanne McAuley, George Archibald, Joan Janaro, Onalee McGraw, and Mary Bowen criticized the overemphasis on the behavioral sciences, "behavioral technology," affective education, values education, "psychological manipulation", and "psycho-social" programs. They claim that an analysis of federally-sponsored programs would clearly indicate that a philosophy of "secular humanism" (which is favored by government bureaucrats and the "career curriculum innovators" they usually fund) permeates such programs and that such leanings conflict with the Judeo-Christian values held by a majority of the public.

Some interviewees expressed concern over declining test scores and interest in questions of relationships between federally-supported programs and such declines. Ann Strauss said that Senator Kennedy is concerned about declining test scores and wonders whether it indicates that "we are moving in the wrong direction." Joanne McAuley asserted that the declining test scores can be "traced directly to the new types of courses" and that this is why there is "such a cry around the country for a return to the basics." However, others said that test score declines may be a result of inadequate implementation and social factors, rather than resulting from characteristics of the new program.

Finally, many interviewees predicted that careful historical documentation and analysis would indicate weaknesses in the government's approaches to needs assessment, to deciding who to fund in curriculum development, and to evaluating the effects of new programs. Some interviewees, including George Archibald, complained that curricular needs have been determined by a network of professional educators and that there is "no national need for the programs that have been developed." Archibald and McAuley said that most programs have been developed by "career curriculum innovators" (who have a vested interest in continued development, whether it is needed or not), that these developers have not provided for adequate involvement

of experts in their development work (e.g., psychologists and psychiatrists have not been involved enough in the design of programs dealing with children's attitudes and emotions), and that "the educators and developers have had their chance and they have failed." Many interviewees criticized the government's failure to carefully monitor its curriculum development projects and to carefully evaluate the effects of using resulting products before releasing (and disseminating or pushing) them.

2. Questions about the Role of the Private Sector in Curriculum Development

- Is the private sector more responsive to local needs and demands than the federal government? (Does the absence of a "profit motive" in the federal sector reduce the government's responsiveness?)
- Is the private sector capable of doing all that is needed in curriculum development? (Is it capable of carrying out all required research? providing technical assistance to local developers? supporting teacher training activities?)
- Is the private sector willing to do all that is needed? (Will it provide the required "risk capital"? Would reduced government involvement encourage increased private risk-taking?)
- Is the private sector able and willing to develop a wide variety of alternative programs for local people to choose from?
- Is the private sector able and willing to develop "thin market" materials addressed to the special needs of small segments of the population?
- Is the private sector able and willing to sponsor/conduct thorough evaluations ("validations") of the programs its develops?

Many of our interviewees emphasized that questions of federal rights, responsibilities, and roles in curriculum development cannot be addressed without careful consideration of the rights and capabilities of the private sector, primarily publishers and other producers of educational programs. Some, including Edward Meell (Association of Media Producers), said that federally-sponsored developers tend to "forget the consumers' viewpoints" and that publishers, who are in closer contact with schools, should be involved in all stages of federal projects, at least in an advisory capacity. Others pointed out that publishers are most qualified to do some curriculum tasks, such as marketing, best. Joanne McAuley, in her written response to our questions, declared that "It is time to return the responsibility

to the private sector" entirely. In the private sector, she notes, there is a private motive: the publishers must develop products that will sell and the public can put pressure on them to produce what they want. It is impossible to apply such pressure to the government, she contends.

Other interviewees wondered (or doubted) whether the private sector is capable or willing to do all that they see as necessary in curriculum development. While some said that no one has demonstrated that the private sector is unable to produce what is needed, others asked whether there is evidence that the private sector can and will do all that is necessary in producing needed curricula (e.g., by providing the "risk capital" required for the development of innovative programs. Ray Hannapel and Syl McNinch of NSF suggested that available evidence be examined and that feasibility studies be conducted to ascertain the private sector's resources, capabilities, and willingness. Interviewees differed in their predictions of what the results of such studies would be. George Archibald and others asserted that the private sector can do all that is needed, but other respondents, including a representative of the publishing community, disagreed. James Squire, Senior Vice-President and Publisher of Ginn and Company, said that while the publishing industry can do much of what is needed it cannot do everything and, therefore, the government should help by conducting basic research, developing highly specialized programs, supporting the creation of new development procedures that others can use, and helping local developers and decision-makers to enhance their own capabilities. Roger Heyns, in his letter to H. Guyford Stever, explained: "Without in the least disparging those efforts, and indeed some remarkably good work has been done by scholars and scientists-turned-writers with the encouragement and assistance of publishers, nevertheless it is clear that the nation cannot expect this resource to do the job required. Research and development is too risky for this sector and is unlikely to be done in the magnitude required. Indeed it has not been done. The dependency of this segment on NSF efforts has been amply demonstrated by the applications made by it of the work done by NSF." Finally, some interviewees, including Syl McNinch of NSF, wondered whether massive federal involvement had discouraged many private groups from competing in curriculum development and suggested that we attempt to determine whether major corporations would come in with more risk capital if the government were to reduce or end its role.

3. Questions about the Role of State Departments of Education in Curriculum Development

- What are the curricular implications of new state minimum requirements for graduation?
- What are the curricular implications of new state mandates that schools and districts formulate more specific goals and objectives?
- What are the implications of new state mandates regarding increased lay participation in curriculum decision-making?
- What are the implications of some states' attempts to decentralize curriculum decision-making responsibility?
- How do states vary in their approaches to curriculum development and curriculum decision-making? What are the implications of such variations for federal policy-making?
- What roles should state departments of education play in curriculum development vis-a-vis federal agencies, the private sector, and local districts and communities?

Surprisingly, very few of our interviewees raised issues, problems or concerns regarding the roles of state departments of education in curriculum development. James Squire mentioned the new laws in several states requiring more lay participation in local curriculum affairs, George Weber mentioned the new state minimum requirements for graduation, and the report by the National Advisory Committee on Mathematical Education touched upon some of the implications of some states' new efforts to more precisely and completely specify educational goals and objectives, but not much else was said. However, reading and research that some of the members of our Task Force have done recently suggest at least several important current issues in this area, including those we have listed above.

4. Questions about the Role of Local Districts, Schools, and Lay Communities in Curriculum Development

- What roles should districts, schools, and communities play in determining needs for curriculum development?
- What roles should these local agencies and groups play in the actual creation of new materials, guides, learning activities, etc.?
- What roles should these local agencies and groups play in adapting available curricula to suit their own needs and circumstances?
- What procedures should be employed in choosing curricula to use in local districts and schools? Who should play what roles? Who should have final decision-making authority?
- What are the present capabilities and resources of local districts, schools, and communities for carrying out curriculum development?
- In what ways can and should these capabilities and resources be enhanced?
- Should lay participation in curriculum development be increased? What roles should laypersons play? In what ways can lay participation be increased?
- Should parents be given opportunities to give prior, informed, written consent before any new curricula are used in their children's schools?

As we have already indicated in several places in this report, one of the areas of greatest interest and concern to emerge from our interviews and readings is that of local involvement in curriculum development and decision-making. Virtually all interviewees agreed that local educators, parents, and other lay citizens have definite rights and responsibilities in curriculum matters. (No one disagreed with the position that local people should make final decisions about which curricula to use.) The main issues that arise concern the nature and extent of local curriculum development and relationships between professional educators and laypersons within the local level. As M. L. Frankel (Joint Council on Economic Education) pointed out, the needs and wishes of all constituencies (including administrators, teachers, parents, students, and community members) must be satisfied; the problem lies not in whether that should be done, but in how to do it.

Many interviewees advocated the decentralization of curriculum development and stressed the necessity of local involvement in all phases of curriculum development. Paul Salmon (AASA) said that curriculum development should be viewed as a process of renewal at the local level. William Demmert (Office of Indian Education) asserted that community involvement is the central feature of effective local curriculum development, that the process of addressing local needs is curriculum development, and that this process (of involvement) is more important than the product. Arthur Jones (National Science Foundation) stated that curriculum change cannot occur without the commitment of those who must use the curriculum. Similarly, Steve Bailey (American Council on Education) said that "you can't push a string": effective change requires the motivation, commitment, and understanding of those who must carry it out and these cannot be achieved without involvement. Teacher centers and perhaps pedagogical centers (as found in some European countries) might be effective vehicles for increasing local involvement in curriculum development, according to Bailey, Ray Peterson (Council of Chief State School Officers), and others.

Some interviewees questioned whether local educators and citizens are able and willing to do all that is necessary in curriculum development. Kenneth Tollette, for example, pointed out that at least some aspects of curriculum development are technical enterprises requiring special expertise. Joan Brown and Edward Meell said that schools and districts do not have all of the resources needed to develop all required programs and materials. Many of the interviewees' questions, then, centered on which curriculum tasks local people can do and how such tasks are best accomplished. One area of particular current concern is that of increased lay involvement in curriculum matters. Many interviewees believe that laypeople are demanding and deserving of more active roles. Ann Strauss said that Senator Kennedy now sees increased parent involvement (in the early stages of program development as well as in adoption) as the greatest need in improving curriculum development and implementation. Austin McCaffrey (American Association of Publishers) said that professional and lay roles in shaping the schools are changing, that parents genuinely care about curriculum matters, and that we should give some attention to the best mechanisms for involving them. Some interviewees pointed to the voucher system as a model for curriculum decision-making and explained that it is desirable in that it provides choice and competition.

5. Questions about the Interrelationships among Federal, State, Local, and Private Sectors in Curriculum Development

- Is there a best balance among federal, private, state, district, school, and community roles in curriculum development? Are there some functions that particular sectors can perform best?
- Should federal agencies avoid performing any tasks that can be performed by other sectors?
- Does the absence of local involvement in federal or private curriculum development reduce the value, effectiveness, and acceptability of the resulting products?
- What are the present roles of the various sectors in curriculum development?
- How are these roles changing?
- What roles do participants in the various sectors desire and how do these desires differ from current practice?
- What roles can and should participants in the various sectors play?
- What can the federal government do to help effect desired/needed changes in roles in curriculum development?

Much of the earlier discussion in this section has demonstrated that many of the present issues, problems, and questions about roles in curriculum development concern interrelationships among the various sectors. In an important sense, the responsibilities of particular sectors depend upon the capabilities and desires of other sectors. Our interviewees raised a number of significant questions about such relationships. For example, Ray Hannapel of NSF asked whether current interfacings between public and private sectors are fair and equitable and, if not, how we can improve those relationships. Sly McNinch of NSF suggested that we view all sectors as part of an integrated system and try to determine the best balance among the various components. CEDaR, in its written response to our questions, suggested that "Since research, development, and dissemination are expensive operations, it seems most feasible that the federal government should invest in these activities in concert with meeting needs, goals, and objectives of the state and local education agencies and with understanding that modification and adaptation are necessary to meet needs in specific local settings. James Squire (Ginn and Company) recommended attention to questions of how the public and private sectors can work together better and suggested, as an example, that the federal government tap the resources represented by the

publishers' salesmen, who know a lot about schools through their roles as communication links. Other interviewees recommended that government agencies do more to involve publishers in all stages of their work. James Gates (Executive Secretary, National Council of Teachers of Mathematics) said that NCTM members see a need for reducing the chance aspects of dissemination by building publishers' participation into the development projects at an early stage. Some interviewees suggested that the government subsidize dissemination efforts until the market for a new program becomes large enough to allow a private company to begin publication. Finally, as we have clearly indicated in the preceding section, a large number of interviewees strongly recommended better communication and cooperation between federal and local efforts, primarily through increased involvement of local people (lay and professional) at all stages of all development projects.

III. Appendices

Appendix A

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ADDITIONAL NIE INTERVIEWERS

Martin Engel, Special Advisor to the Institute on Arts and Humanities
Monte Penney, NIE Associate, Basic Skills

*Individuals responsible for drafting the Task Force Report.

Appendix B

Chronology of Steering Committee and Task Force Activities

August 1975: Campbell report to the Director and National Council on Educational Research (NCER) on R&D Funding Policies of NIE recommends that "NIE devote explicit and public attention to issues of the present value of curriculum development as a strategy for aiding schools."

Sept. 1975 : NCER passes resolution requesting "The Director to arrange ...for the preparation of contending, informed 'briefs' on the value of curriculum change as an aid to schools, for systematic public discussion of the briefs, and for the preparation of recommendations to the federal government on future funding policy in this area."

December 1, 1975: Jon Schaffarzick accepts position as coordinator of NIE Curriculum Devleopment Task Force; establishes 11-member Steering Committee to guide activities and 4-member Task Force to carry out Steering group recommendations and draft report.

December 2, 1975: Steering group meets; conclude that January report should:

(1) explicate the issues and problems in curriculum development that are of most concern today;

(2) summarize what research and other available evidence says about these issues and problems, and

(3) recommend specific courses of action for NIE to follow in furthering discussion of issues and in supporting needed research.

Agrees that widespread interviewing of individuals in public and private sectors should provide basic data for January report.

December 3, 1975: Task Force meets to discuss results and implications of the December 2 Steering Committee meeting; establishes timeline of tasks to be completed.

December 3-31, 1975: Reviews of curriculum development activities and policies, policy statements, congressional hearings and other pertinent documents collected; research consultant, Suzanne Quick, summarizes and highlights documents for Task Force, other work group members read as many documents as possible.

December 7, 1975: Task Force meets, develops report outline, begins planning interview procedures, establishes plans for research review.

December 9, 1975: Task Force meets; refines interview procedures, starts compiling list of key organizations and individuals to be contacted, decides to use both phone and in-person interviews to maximize number of people reached.

December 9, 1975: Jon Schaffarzick meets with Harold Hodgkinson, Emerson Elliott and Peter Gerber to report progress to date; overall plans approved but research review deemed too ambitious in light of time constraints; decision made to restrict reading to documents addressing current curriculum controversy.

December 11, 1975: Working group presents plans for report to Jim March, Art Lee and Ruth Minor of the NCER program development committee; overall plans approved; committee agrees review of research not warranted at this time; NCER committee members recommend additonal groups to be contacted.

December 12, 1975: Steering Committee meets, proposes minor modification in overall plans and procedures; adds to list of groups and individuals to be interviewed; identifies contacts in various group, suggests NIE staff members to help with interviews.

December 15, 1975: Training session held on conducting and reporting interviews; background information distributed to be sent to all individuals and groups interviewed.

December 16-31, 1975: Steering group members, working group members and other NIE staff conduct interviews; over sixty individuals and groups contacted.

December 22, 1975: Small working group meets; decides that additional funds available to Task Force can best be used to hire distinguished outside consultants to review and assist in revision of the Task Force draft report prior to submission to

NCER; proposal eventuates in hiring of three consultants: Elias Blake (President, Institute for Services to Education), John Goodlad (Dean of one Graduate School of Education at UCLA) and Decker Walker (Associate Professor of Education, Stanford University).

January 2, 1976: Task Force members read through interview results, meet to discuss report organization.

January 3, 1976: Task Force meets; identifies twenty-five issue areas based on interview and document readings.

January 4, 1976: Working group meets; identifies issue clusters, allocates responsibilities for final report draft among members.

January 5-9, 1976: Working group members draft report and hold frequent meetings to review progress and air ideas.

January 10-11, 1976: Consultants aid working group members in reviewing and finalizing Task Force Report; group receives input from additional key NIE staff at Saturday evening review of progress.

January 13, 1976: Final Report presented to Director Hodgkinson.

January 14, 1976: Final Report presented to NCER.

Appendix C

Organizations and Individuals Contacted*

Citizens' Organizations

Council for Basic Education
725 15th Street, NW.
Washington, D.C. 20005
George Weber DI 7-4171

Citizens United for Responsible Education (CURE)
13106 Estelle Road
Silver Spring, Maryland 20906
Mary Bowen, Director 946-1566

National Coalition for Children
6542 Hitt Street
McLean, Virginia 22101
Onalee McGraw, Coordinator 893-4912

National Congress for Educational Excellence
11524 East Ricks Circle
Dallas, Texas 75230
Joanne McAuley (214) 368-2697

National Congress of Parents and Teachers
1715 25th Street
Rock Island, Illinois 61201
(Carol Kimmel, National President) (309) 788-1186

Pennsylvania Coalition for Basic Education
1310 South Negley Avenue
Pittsburgh, Pennsylvania 15211
Joan Janaro, President (412) 421-8804

Educationally Related Organizations and Associations

American Association for Higher Education
1 Dupont Circle, NW.
Washington, D.C. 20036
(Dykman Vermilye, Executive Director) 293-6440

American Association of School Administrators
1800 North Moore Street
Arlington, Virginia 22209
Paul Salmon, Executive Director 528-0700

*The names of those individuals who we were unable to interview (i.e., those who were out of town for the Christmas Holidays, those who had no available time within our short time-frame, and so forth) are placed in parentheses.

Educationally Related Organizations and Associations (continued)

American Council on Education
1 Dupont Circle, NW.
Washington, D.C. 20036
Roger W. Heyns, President 833-4710
Stephen Bailey, Vice President 833-4712

American Council of Learned Societies
New York, New York
Robert Lumiansky (212) 986-7394

American Educational Research Association
1126 16th Street, NW.
Washington, D.C.
(William Russell, Executive Office) 223-9485

American Vocational Association, Inc.
1510 H Street, NW.
Washington, D.C. 20005
Lowell Burkett, Executive Director 737-3722

Association for Supervision and Curriculum Development (ASCD)
1701 K Street, NW.
Washington, D.C. 20006
Gordon Cawelti, Executive Secretary 467-6480

Childrens Television Workshop
One Lincoln Plaza
New York, New York 10023
Edward Palmer (212) 595-3456

College Entrance Examination Board
888 7th Avenue
New York, New York 10019
Sidney Marland, President (212) 582-6210

Council for American Private Education
1625 I Street, NW.
Washington, D.C.
Robert Lamborn, Executive Director 659-3236

Council of Chief State School Officers
1201 16th Street, NW.
Washington, D.C. 20036
Ray Peterson, Director for Federal-State Relations 833-7850

Council on Educational Development and Research (CEDaR)
1518 K Street, NW.
Washington, D.C. 20005
Joe Schneider, Executive Secretary 638-3193

Educationally Related Organizations and Associations (continued)

International Reading Association
800 Barksdale Road
Newark, Delaware
Ralph Staiger, Executive Secretary (302) 731-1600

Joint Council on Economic Education
1212 Avenue of the Americas
New York, New York 10036
M. L. Frankel, President and Director (212) 586-5150
Stowelle Symmes, Director of Curriculum (212) 582-5150

Mathematics Association of American
1225 Connecticut Avenue, NW.
Washington, D.C.
Alfred Willcox, Executive Director 223-1977

National Art Education Association
1916 Association Drive
Reston, Virginia 22091
John Mahlman, Executive Director 620-3855

National Association for Education of Young Children
1834 Connecticut Avenue
Washington, D.C.
Marilyn Smith, Executive Director 232-8777

National Association for Public Continuing Adult Education
1201 16th Street, NW.
Washington, D.C. 20036
(Jessie Ulin) 833-5487

National Council for Social Studies
1200 17th Street, NW.
Washington, D.C. 20036
Brian J. Larkin, Executive Director 296-0760

National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Robert Hogan, Executive Secretary (217) 328-3870

Educationally Related Organizations and Associations (continued)

National Council of Teachers of Mathematics
1906 Association Drive
Reston, Virginia 22091
James Gates, Executive Secretary 620-9840

National School Boards Association
800 State National Bank Plaza
P.O. Box 1496
Evanston, Illinois 60204
James A. Mecklenburger, Director of Research (312) 869-7730

National Science Teachers Association
1742 Connecticut Avenue, NW.
Washington, D.C. 20009
Robert L. Silber, Executive Director 265-4150

Ethnic and Minority Organizations

Bay Area Bilingual Educatior [illegible]gue
Berkeley Unified School Dist[illegible]
Berkeley, California
(Roberto Cruz) (415) 644-6154

Bilingual Education Service Center
500 South Dwyer
Arlington Heights, Illinois 60005
(Maria Medina Swanson, Director) (312) 255-9820

Indian Leadership Training
Albuquerque, New Mexico
Myron Jones (505) 265-7957

National Council of Negro Women, Inc.
1346 Connecticut Avenue, NW.
Washington, D.C. 20036
(Ruth Sykes, Special Assistant to the Executive Office 223-2363

National Indian Education Association
3036 University Avenue, SE.
Minneapolis, Minnesota 55419
(Rick St. Germain) (612) 378-0482

National Organization for Women (NOW)
1424 16th Street, NW.
Washington, D.C.
Mary Ellen Verheden-Hilliard, Chairperson 387-6895

Ethnic and Minority Organizations (continued)

Phi Delta Kappa
1337 S. Hall Street
Montgomery, Alabama 36106
Mrs. Arthur May Norris, National President (205) 262-0875

Spanish Curriculum Development Center
Miami, Florida
(Ralph Rabonet) (305) 696-2244

The Dissemination and Assessment Center for Bilingual Education
University of Texas
San Antonio, Texas
Juan D. Solis, Director (512) 222-9151

General Associations

American Anthropological Association
1703 New Hampshire Avenue, NW.
Washington, D.C. 20009
Michael A. Krasnow, Staff Associate 232-8800

American Chemical Society
Department of Educational Activities
1155 16th Street, NW.
Washington, D.C. 20036
Moses Passer, Head 872-4600

Committee for Economic Development
477 Madison Avenue
New York, New York 10022
Alfred C. Neal (212) 688-2063

National Association of Manufacturers
Economic Development Department
1776 F Street, NW.
Washington, D.C. 20006
Lee Hamilton 331-3700

National Manpower Institute
1211 Connecticut Avenue, NW.
Washington, D.C.
Jack Gentry 466-2450

National Urban League
New York, New York
(Carol Gibson, Director of Education) (212) 644-6500

Labor Organizations

American Federation of Labor-Congress of Industrial Organizations
Department of Education
815 16th Street, NW.
Washington, D.C. 20006
John Sessions, Assistant Director 637-5147

American Federation of Teachers
11 Dupont Circle
Washington, D.C.
(Eugenia Kemble) Special Assistant to the President 797-4485

United Auto Workers
1125 15th Street, NW.
Washington, D.C.
Bruce Kingery) 296-7484

Publishers

American Association of Publishers
1 Park Avenue
New York, New York 10016
Austin McCaffrey (212) 689-8920

Association of Media Producers
1221 Avenue of the Americas
New York, New York 10020
Edward Meell, President (212) 997-4348

Ginn and Company
191 Spring Street
Lexington, Maine 02173
James R. Squire (617) 861-1670

Representatives of Federal Bodies

House of Representatives
Office of Honorable John B. Conlan
130 Cannon House Office Building
Washington, D.C. 20510
George Archibald 225-3361

House of Representatives
Committee on Science and Technology
Room 2321 Rayburn House Office Building
Washington, D.C. 20515
John Holmfeld 225-6371

Representatives of Federal Bodies

National Institute of Education
1200 19th Street, NW.
Washington, D.C. 20208
Senta Raizen

National Science Foundation
5225 Wisconsin Avenue, NW.
Washington, D.C. 20015
Richard Atkinson, Department Director
Harvey Averch, Acting Assistant Director for Science Education 282-7922
Walter Gillespie, Director, Division of Science Education Resources Improvement 282-7786
Raymond J. Hannapel 282-7922
Arthur Jones 632-4098
Syl McNinch 632-4098

Office of Education
Office of the Assistant Secretary
Room 3153
400 Maryland Avenue, SW.
Washington, D.C. 20202
William Demmert, Deputy Commissioner, Office of Indian Education 245-8020
Art Sheekey, Policy Analyst 245-8003

U.S. Senate
Office of Senator Edward Kennedy
Senate Office Building
431 Russell
Washington, D.C. 20510
Ann Strauss, Staff Member 224-3121

Schools and Universities

California State University at Fullerton
Fullerton, California 92634
(Donald Shields) President (714) 870-3456

District of Columbia Public Schools
415 12th Street, NW.
Washington, D.C.
Joan Brown, Assistant to Associate Superintendent for Instructional Services 737-1062

Howard University
2400 6th Street, NW.
Washington, D.C.
Kenneth Tollette, Director, Institute for Educational Policy 868-6686

University of Southern California
Washington Education Center
1763 R Street, NW.
Washington, D.C. 20009
John Carpenter, Director 234-6660

Teachers' and Students' Organizations

National Education Association
1201 16th Street, NW.
Washington, D.C. 20036
Roy Edelfeld, Professional Associate 833-4117
(Shirley McCune) Resource Center for Sex Roles 833-5426

National Student Association
2115 S Street, NW.
Washington, D.C. 20008
Clarissa Gilbert, President 265-9890

Appendix D
Interview Materials

GENERAL INSTRUCTIONS TO INTERVIEWERS

- In setting up the face-to-face interviews:
  - Call the contact person in the organization.
  - Explain briefly, clearly, and accurately what we are attempting to do. (Use the Information Sheet as a guide.) Emphasize the importance of talking with the most appropriate person(s) in each organization (which in many cases will not be the person highest in the organization).
  - Try, whenever possible, to set up interviews with individuals, not groups. Meetings with groups are likely to be more formal and may create misperceptions about the nature of our present work.
- In setting up the phone interviews:
  - Make an initial phone call to the organization, clearly explain what we are attempting to do, and attempt to locate the most appropriate individual to interview.
  - When you have located the most appropriate person, call that person to: explain the purposes of the interview, point out why we must conduct the interviews over the phone rather than in person (strict time limitations), ask for an appointment for a longer phone call, and explain that you will be sending an information sheet and list of questions for the interviewee to read before the next phone call.
  - Send the form letter and two enclosures.
  - Make the scheduled phone call (the interview itself).
  - Fill out the four report forms after the interview (as with the face-to-face interviews).
- During the interviews, emphasize the informal, preliminary nature of our present exploration.
- At the beginning of the interviews, explain to interviewees that we are interested in both their organization's views and their own personal views. They are free to decide whether they wish to speak for their organization, for themselves, or for both. They should also indicate to us which remarks are for quotation and which are off the record.
  (Note: In this initial phase of our work, it may be useful to have people "free associate" as individuals. In later stages of our work, we will want to emphasize the official positions of organizations.)
- If necessary, explain to interviewees that this effort is not part of a new funding initiative by the NJE. It is impossible to determine at this stage what implications, if any, this work will have for future funding.
- At the end of each interview, thank the interviewee for his/her time and help and say that we will be sending a report of some sort as soon as an appropriate one is available.

Information Sheet for Informal, Preliminary Interviews on Curriculum Development Issues, Problems, and Concerns

In August, 1975, a group of outside consultants led by Roald F. Campbell submitted a report to the NIE Director and the National Council on Educational Research (NCER) entitled "R&D Funding Policies of the National Institute of Education: Review and Recommendations." One of this group's recommendations concerned "issues of the present value of curriculum development as a strategy for aiding schools":

> That the NIE devote explicit and public attention to issues of the present value of curriculum development as a strategy for aiding schools. We sense strongly-held and diverse views on the subject, and there appear to be policies made, in part, on private judgements of the merits of the case. But we notice little public airing of the debate. Some writing, convening, and general discussion of the value of Federal support of curriculum development would be a national service, as well as useful in reaching and explaining a key NIE policy choice.

Shortly thereafter, NCER passed the following resolution:

> The Council requests the Director to arrange, if possible in conjunction with NSF and the Chief State School Officers, for the preparation of contending, informed "briefs" on the value of curriculum change as an aid to schools, for systematic public discussion of the briefs, and for the preparation of recommendations to the federal government on future funding policy in this area.

A group of NIE staff members has been appointed to follow up on this resolution. The main purpose of these informal, preliminary interviews is to provide this group with a comprehensive picture of various organizations' and individuals' views of the most significant present issues, problems, and concerns about curriculum development and Federal curriculum development policy. The results of these interviews will contribute to the formulation of recommendations to NCER about the form and content of national discussions and research on curriculum development.

INSTRUCTIONS FOR REPORTING RESULTS OF PRELIMINARY, INFORMAL INTERVIEWS

As soon as possible after each interview, please prepare the following reports:

1. a list of concerns, issues, and problems discussed by the interviewee (use first attached form);

2. a list of references supplied by the interviewee: groups and individuals we should contact, papers and reports we should read, etc. (use second attached form);

3. a list of the interviewee's recommendations about the form and content of public discussion of curriculum development (use third attached form);

4. a brief summary of your conversation with the interviewee, based on notes prepared during or shortly after the interviewee (use fourth attached sheet). Please ensure that this summary covers the main points made in the interview and is understandable to persons who were not present during the interview.

Interview Report Form #1

(Please indicate which comments, if any, were off the record.)

Interviewee _____
Organization _____
Interviewer _____
Date of Interview _____

LIST OF ISSUES, PROBLEMS, AND CONCERNS
ABOUT CURRICULUM DEVELOPMENT AND FEDERAL INVOLVEMENT IN CURRICULUM DEVELOPMENT

Interview Report Form #2

Interviewee _____
Organization _____
Interviewer _____
Date of Interview _____

REFERENCES SUPPLIED BY THE INTERVIEWEE

Groups and Individuals to Contact	Documents to Read

Interview Report Form #3

Interviewee _____
Organization _____
Interviewer _____
Date of Interview _____

LIST OF INTERVIEWEE'S RECOMMENDATIONS ABOUT FORM AND CONTENT OF PUBLIC DISCUSSION OF CURRICULUM DEVELOPMENT

Interview Report Form #4

Interviewee _____
Organization _____
Interviewer _____
Date of Interview _____

SUMMARY OF INTERVIEW

Appendix E

Bibliography of Documents Collected and Read

eviews Of Curriculum Activities and Policies

General Accounting Office: Administration of the Science Education Project "Man: A Course of Study" (MACOS); Report to the House Committee on Science and Technology; October 14, 1975

Advisory Committee for Science Education: Science Education--The Task Ahead for the National Science Foundation; March 1970

Association of American Publishers: Publishing in Education; Report of a Planning Conference for the NIE Planning Unit; Mimeo; Undated

Brickell, Henry M. and Wong, Susan: Dissemination of NIE-Sponsored Products; Report of a Conference, held September 6-7, 1973; Princeton, N.J.,; Mimeo; Undated

Hill, Shirley et al: Overview and Analysis of School Mathematics Grades K-12; Conference Board of the Mathematical Sciences National Advisory Committee on Mathematical Education; 1975

Hughes, Robert E. et. al.: Pre-College Science Curriculum Activities of the National Science Foundation; Report of the Science Curriculum Review Team; May 1975

Mays, John: The State of Curriculum Development; Mimeo; January 1967

Moudy, J. M. et. al.: Report of the Science Curriculum Implementation Review Group to the Chairman, Committee on Science and Technology U.S. House of Representatives; October 1, 1975

National Center for Educational Research and Development: Educational Research and Development in the United States; December 1, 1969

Pre-College Education in Science; Director's Program Review, National Science Foundation, January 21, 1975

Maclure, J. Stuart: Curriculum Innovation in Practice; A Report of the Third International Curriculum Conference, September 17-22, 1967; Oxford England; Her Majesty's Stationery Office; 1968

Tucker, Marc and Robinson, Wade: Report of the NIE Planning Conference on Curriculum Development; Mimeo; March 1, 1972

Harbeck, Richard: An Analysis of Public Involvement in Curriculum Development; NIE; Mimeo; 1975.

Transcripts of Congressional Hearings

Needs of Elementary and Secondary Education for the Seventies: Hearings Before the General Subcommittee on Education of the Committee on Education and Labor; House of Representatives; Ninety-First Congress; October 2, 8, 9, 14, 15, 16; and November 12, 1969

National Science Foundation Legislation, 1975: Hearings Before the Special Subcommittee on the National Science Foundation of the Committee on Labor and Public Welfare; Ninety-Fourth Congress; March 14 and April 21, 1975

Communications

Association of American Publishers: Telegram sent to Senator Edward Kennedy regarding Federal Funding of Curriculum Development; April 1975

Averch, Harvey, Acting Assistant Director for Science Education, National Science Foundation: Communication to panel members for the Pre-College Curriculum Review outlining criteria for program evaluation; 1975

Beberman, Max, Director, University of Illinois Curriculum Laboratory: Letter to John M. Mays, Office of Science and Technology on how curriculum improvement can best be carried out; March 24, 1967

Burkett, Lowell A., Executive Director, American Vocational Association: Letter to Jon Schaffarzick stating AVA position on Federal and State Funding of Curriculum Development; December 24, 1975

Dow, Peter B., Senior Associate, Education Development Center: An Open Letter to Friends of Man: A course of Study; April 4, 1975

Heyns, Roger W., President, American Council on Education: Letter to NSF Director H. Guyford Stever on the MACOS controversy; March 28, 1975

Lamborn, Robert L., Executive Director, Council for American Private Education: Letter to Jon Schaffarzick, National Institute of Education, regarding federal involvement in curriculum activities; December 30, 1975

McLaughlin, Gayle A., Citizens United for Responsible Education: Statement to the National Academy of Science opposing federal involvement in curriculum activities; 1975

Neal, Alfred C., Committee for Economic Development: Letter to Jon Schaffarzick, National Institute of Education, expressing his views on curriculum development activities; December 29, 1975

Raizen, Senta A., Associate Director for Dissemination and Resources, National Institute of Education: Memorandum to NIE Director Harold L. Hodgkinson et. al. on Development/Dissemination Issues; December 22, 1975

Books and Articles

Boffey, Philip M.: "Controversial Curriculum's Developers Face Tax Probe"; The Chronicle of Higher Education; May 19, 1975

Conlan, John B.: "MACOS: The Push for a Uniform National Curriculum"; Social Education; October 1975

Conlan, John B.: "National Science Foundation School Programs Should Be Abolished"; Human Events; December 27, 1975

"Curriculum Development Program": National Science Foundation; Mimeo; 1975

Dow, Peter B.: "MACOS Revisited: A Commentary on the Most Frequently Asked Questions About Man: A Course of Study; a Paper prepared for the Science Curriculum Implementation Review Group of the Committee on Science and Technology; U.S. House of Representatives; Washington, D.C.; May 13, 1975

Dow, Peter B.: "MACOS: The Study of Human Behavior as One Road to Survival"; Phi Delta Kappan; October 1975

Hill, Dean: "CURE Wants Cost of Sex Ed Program"; The Tribune; December 5, 1975

James, H. Thomas, et. al.: The Schools and the Challenge of Innovation; Committee for Economic Development; 1969

Janaro, Joan, et. al.: "A Description and Evaluation of the Magic Circle"; Mental Health Committee of the Pittsburgh City Council of PTAs; Mimeo; Undated

Lawrence, Malcolm: "Letter: Chronology of Battle"; Suburban Record October 17, 1975

Lawrence, Malcolm: "The Textbook Row"; Washington Star-News; November 19, 1974

"MACOS Proponents Dealt Stiff Setback": Human Events; Washington, D.C.; August 9, 1975

McGraw, Onalee: "Violation of Constitutional Rights"; Bethesda-Chevy Chase Tribune; March 2, 1973

McMurrin, Sterling M., Editor: Functional Education for Disadvantaged Youth; Committee on Economic Development; 1971

McMurrin, Sterling M., Editor: Resources for Urban Schools: Better Use and Balance; Committee for Economic Development; 1971

Perone, Herb: "MACOS Promotion is Nixed"; The Sentinel; August 14, 1975

Russo, Nancy F: "NSF, Social Science, and Psychology: Implications of the MACOS Controversy"; Periodically; May 1975

Saylor, Galen: "The Federal Colossus in Education--Threat or Promise?; Educational Leadership; October, 1965

Schutz, Richard E.: "Programmatic Instructional Development"; Southwest Regional Laboratory; Mimeo, September, 1970

"Textbook Adoption: Has Anything Changed?"; Education U.S.A.; November 3, 1975.

Walker, Decker F. and Schaffarzick, Jon: "Comparing Curricula"; Review of Educational Research; Fall, 1974

Walsh, John: "NSF:How Much Responsibility for Course Content, Implementation?" Science; November 14, 1975

Weber, George: "The Case Against Man: A Course of Study"; Phi Delta Kappan; October, 1975

Westbury, Ian and Gaede, Owen: "Implementing a New Curriculum: Some Conclusions from an Evaluation of the 1975 ECCP III Program"; Mimeo, 1975

Whitehead, K.D.: "The Difference Between Right and Wrong"; Bethesda Chevy Chase Tribune; September 10, 1971

Position Papers and Policy Statements

American Association of School Administrators et. al.: "Censorship: The Challenge to Freedom in the School ; April 1975

Committee for Economic Development: Education for the Urban Disadvantaged from Preschool to Employment; March 1971

Committee for Economic Development: Innovation in Education: New Directions for the American School; July 1968

Council for Basic Education: "Man: A Course of Study"; Council for Basic Education Bulletin; May 1975

Council of Chief State School Officers: Policy Statements of the Chief State School Officers; November 1975

Education Development Center: Statement of Edwin Campbell, President and Managing Director of Education Development Center, Inc. Before the Science Curriculum Implementation Review Group of the Committee on Science and Technology; May 13, 1975

Ethnic Heritage Studies Program, Office of Education: Position Papers on Intercultural Education in American Schools; Undated

National Congress for Educational Excellence: Statement of position on Federal involvement in curriculum development activities; Undated

National Education Association: NEA Handbook 1975-76

National School Boards Association: Beliefs and Policies of the National School Boards Association; April 9, 1974

National School Boards Associations: 1975 Resolutions of the National School Boards Association as Adopted by the Delegate Assembly; April 19-22, 1975

Pennsylvania Coalition for Basic Education: Your Child and the Schools; published January, February, May, September 1975